

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 7710 Narrow Pass
(If address is P.O. Box, also include street address.)

City San Antonio State TX Zip Code+4 (9 digits total) 78233-2999

County Bexar County

Telephone (210) 945-5111 Fax (210) 945-6953

Web site/URL http://school.judsonisd.org/Crestvie E-mail ymunoz@judsonisd.org
w.cfm

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. Carl Montoya E-mail cmontoya@judsonisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Judson Independent School District Tel. (210) 945-5402

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 Mrs. Melinda 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 18 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 29 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, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	22	25	47
K	51	42	93
1	62	43	105
2	38	39	77
3	44	52	96
4	62	53	115
5	35	54	89
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	314	308	622

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 7 % Black or African American
 - 67 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 21 % White
 - 4 % 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 2015 – 2016 school year: 13%

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, 2015 until the end of the 2015-2016 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	73
(4) Total number of students in the school as of October 1, 2015	567
(5) Total transferred students in row (3) divided by total students in row (4)	0.129
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 33 %
211 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Pilipino, Russian

7. Students eligible for free/reduced-priced meals: 64 %
Total number students who qualify: 415
8. Students receiving special education services: 9 %
56 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.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 8 Mental Retardation
- 0 Multiple Disabilities
- 1 Orthopedic Impairment
- 11 Other Health Impaired
- 10 Specific Learning Disability
- 42 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
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	2
Classroom teachers including those teaching high school specialty subjects	32
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	11
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	96%	96%	97%	96%	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 2016.

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 X

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.

Crestview Elementary School endeavors, through the shared commitment of parents, teachers, and the school community, to provide a secure, positive learning environment that strives for academic excellence

while encouraging all students to achieve their individual potential -- both in the classroom and in the community.

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

PART III – SUMMARY

Crestview Elementary is one of eighteen elementary schools in the Judson Independent School District (JISD). JISD was established as the newest independent school district in Bexar County on December 10, 1966. JISD is the 4th largest district in the San Antonio area; serving families in San Antonio, Converse, Kirby, Selma, Live Oak, Universal City, and Schertz, Texas. Crestview Elementary was built in 1975, in the quaint city of Live Oak, Texas and soon became the heart of the community. Crestview is one of two elementary schools in Live Oak, Texas.

In 2003, Crestview became a bilingual magnet campus servicing English Language Learners from the surrounding areas. This change brought many challenges and with those challenges, motivation to increase academic achievement for a diverse group of learners. Years of intentional planning resulted in the implementation of several programs meant to increase student engagement ultimately leading to student progress and achievement. Administration and teachers set high expectations and instilled the importance of perseverance and hard work. This mindset is still active and thriving at Crestview!

Through the dedication and commitment of the Crestview family, Crestview has sustained a tradition of high performance and consistent student progress for over 10 years. Crestview has received honors, such as, Recognized Campus (1996-1998, 1999-2002, 2002-2006), Exemplary Campus (1998-1999, 2007-2011), Met Standard (2013-2016), and earning all allowable distinctions the last four years. Crestview is consistently recognized for exemplary student performance. Crestview was named a TEA Title I, Building Capacity Reward School in 2014 from among 6,000 schools statewide, only 350 of which have been designated by TEA as a Title I Reward School. From that select group, six were chosen by a committee of educators to be highlighted on video. Crestview was selected and highlighted for increased learning time.

Crestview currently educates 622 students from several surrounding municipalities. Crestview's diverse population consists of 67% Hispanic, 21% White, 7% Black and 4% two or more races. Crestview's current demographics indicate 64% of the student population is economically disadvantaged, 33% are English Language Learners, and 9% receive Special Education services. As a result, Crestview meets the criteria of a Title I school. Crestview students come with an abundance of traditions and customs that make for wonderful teachable moments and growth of culture and diversity. Crestview takes a sincere interest in learning what makes each student unique and creates opportunities to celebrate diversity.

The campus philosophy of "all hands on deck," is embraced by the entire school community. The demographic factors are mere challenges rather than obstacles. Crestview strives for academic excellence, believing that staff, students, parents, and community members all contribute to, and participate in, school culture and student success. A determining factor that sets Crestview apart and has brought high levels of success for all student populations has been the fusing together of the entire school community. Community members and volunteers collaborate with Crestview teachers to make events fun and educational.

Crestview believes the success of each student is the responsibility of every staff member and teamwork makes the dream work! Crestview students benefit from collaborative instruction and the implementation of immediate Response to Interventions (RtI). Intervention, remediation, and acceleration is made available to students as early as the first week of school. Time is not wasted. Interventionists work to identify and close performance gaps through targeted instruction. Traditionally, Crestview teachers provide extended learning opportunities by offering students tutoring before and after school. Crestview learning labs and computer labs are available for students to utilize every morning. It is not uncommon to see Crestview teachers on campus before dawn and leaving after dark. A variety of formative assessment tools are used at Crestview for planning instruction, continual monitoring, adjustment of instruction, and intensive intervention. Crestview teachers utilize a variety of instructional methods to address unique learning styles and to maintain authentic student engagement. Student engagement is increased through the integration of technology. Crestview takes a proactive approach to professional development which impacts the capacity of teachers and administrators. Teachers and administrators lead most professional development and enthusiastically share ideas and strategies.

Crestview firmly believes in developing the whole child. “Sharpening the Saw,” a Leader in Me habit, is an important priority at Crestview. Teachers sponsor clubs and extra-curricular activities, as well as provide art, music, and physical education instruction. Events such as Field Day, classroom celebrations, and morning recess are just a few opportunities for students to renew their energy and stay balanced. Providing regular opportunities and encouraging students to “Sharpen the Saw,” benefits their overall well-being and increases the focus and stamina needed to meet the rigorous academic requirements in the classroom.

Crestview is the best school on the planet!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Crestview is the Texas Essential Knowledge and Skills (TEKS). These standards are used to plan and guide instruction. The TEKS clarify what students should learn and be able to do per grade level in each subject area. The English Language Proficiency Standards (ELPs), College and Career Readiness Standards (CCRS), Technology Standards, and the Texas Performance Standards Project (TPSP) are integrated into the curriculum to ensure quality instruction. Crestview uses a variety of materials and resources to support student achievement. Instruction is vertically aligned to bring continuity to students.

The reading/English Language Arts curriculum uses a variety of approaches to develop essential literacy skills. A phonics dance supports development of phonemic awareness and literacy skills for students in primary grades; this increases student engagement and provides opportunity for kinesthetic learning. Because student engagement is an integral part of academic achievement, many activities are planned throughout the school year to inspire a love for reading in all students. A campus tradition that promotes growth in literacy, critical thinking skills, and comprehension skills is an online reading program utilized by all students. Crestview implements the program and provides incentives for grade levels, classes, and individual students that earn reading comprehension points. Teachers develop student independence through interactive activities, discussion, and small group instruction. Think-alouds and student led discussions often focus on social issues and current events. This provides depth for discussion and a seamless integration of civic learning. Through close reading practices, students are engaged in topics that strengthen vocabulary skills, cross curricular skills, and evidence-based questioning.

The math curriculum focuses on developing foundational skills, computational thinking, mathematical fluency, and the ability to use math and problem solving skills in everyday life. Process Standards are embedded in every lesson to foster mathematical understanding in all grade levels. Mathematics, in the primary grades, focuses on hands-on learning experiences that build a foundation of number sense and reasonableness. Math investigations provide real world connections and opportunities for students to explore different ways to solve problems. Beginning second semester, administration provides 50 minutes of daily math tutoring to students in third through fifth grade. Teachers incorporate the use of journals and number talks into mathematics instruction because Crestview believes the combination of numeracy and literacy prepares students for higher level mathematics. Teachers differentiate in daily lessons by providing students multiple opportunities for reteach and enrichment.

The science curriculum focuses on developing an understanding of the scientific process and concepts of science. Process Standards are integrated into all science lessons to foster the use of science as inquiry. A fully equipped science lab is available to ensure student exposure to hands on experiments. Crestview takes advantage of local resources, ranging from a beautiful city park within walking distance of campus, to community, city and state organizations that provide volunteers and materials free of charge. Students visit local parks for science day camps. They actively participate in hands-on investigations with local natural areas, aquifer research centers, parks and wildlife teams, the police department and in Crestview's outdoor learning center. These opportunities involve the community in student learning and provide students with valuable schema and experiences. When paired with vertically aligned science instruction in the classroom, connecting with the community and its resources teaches civic awareness of human impact on the environment. Successful fundraising has allowed for the addition of fifth grade science camp, the outdoor learning center, science lab investigations and many other outdoor learning opportunities for all grade levels. Fifth grade students attend a 3-day, 2-night science adventure at a hill country camp. As they hike through the hill country, they study native grasses and plants, plant adaptations, stream ecology, land forms, constructive and destructive forces, wildlife, and the night sky.

The social studies curriculum focuses on empowering students to become responsible citizens of society and to appreciate cultural differences. Social studies concepts are reinforced through projects, field trips, guest speakers, and cultural celebrations. Students select projects to support and develop civic disposition. Guided discussions bring value to historical events and time periods. Guest speakers inspire students to lead family

discussions and independent research outside of the classroom. Class field trips are integral to the learning process and supplement ideas generated in the classroom. Students visit local city offices and historical landmarks and are provided with a tangible social studies experience. Throughout the school year, students assume the characters of various community members and role play those occupations in community learning stations.

Crestview believes a well-rounded learning approach prepares pre-kindergarten (PK) students for the demands of the kindergarten curriculum. Teachers integrate a comprehensive PK curriculum along with meaningful, teacher developed lessons. The direct correlation to the (K-3) TEKS provides students with a strong foundation and promotes school readiness. Students are active participants in their learning. A phonics dance supports development of phonemic awareness and literacy skills; dance and movement increases student engagement. Thematic math learning stations are used daily to support real world connections and hands-on learning. Students develop and use essential social and emotional skills, such as listening, sharing, and working cooperatively. Students are academically challenged by scaffolding kindergarten standards into small, one-to-one, and whole group lessons, such as sight words and developing critical thinking skills through discussions and read-alouds.

2. Other Curriculum Areas:

The physical education (PE) curriculum at Crestview Elementary is based on the Texas Essential Knowledge and Skills (TEKS). The PE program seeks to develop student athletes that exhibit strong character, leadership skills, mental toughness and a healthy attitude so they can successfully step into their full potential at school, at home and in the community. The program includes 200 minutes per week of PE for students in grades K-2 and 150 minutes per week of PE for students in grades 3-5. Pre-kindergarten students attend PE for 50 minutes each week. Crestview students participate in 30 minutes of recess before the school day begins. The extra time to run and play encourages healthy and active habits and significantly improves focus and concentration in the classroom. The PE program is designed to maximize growth of student leaders. Rotating team captains lead teams through daily PE routines and also help students with conflict resolution. Crestview students know the PE motto, "I can do hard things!" With this motto in place, students grow confident in their capabilities and are willing to persevere through challenges. Coaches volunteer their time before and after-school to contribute to the success of Crestview by organizing extracurricular leadership and community building programs open to 4th and 5th grade students. Safety Patrol students meet before school and at other times during special events such as Field Day. Boys' Basketball Club meets once a week after school. Girls' Basketball Clubs meet once a week before and after school. The goal of these programs is to invest additional time into developing responsible, inspired, empathic, motivated and well-rounded student leaders that will go back into their communities and make a positive impact.

The fine arts curriculum at Crestview Elementary is based on the TEKS; this includes Art and Music. The main objective is to provide students with instructional activities that will enhance creativity, freedom of expression, appreciation of culture, arts and music, and promote reflective and critical thinking skills. Crestview recognizes art is essential to the development of the whole child. Crestview teachers integrate art into the instructional day to support learning across all content areas and in all grade levels. Students have the opportunity to participate in Crestview's after-school Art Club that meets every other week. Each spring, student artwork is selected to represent Crestview in the district's annual fine arts show. The music program endeavors to develop student performers who make and share music, who are encouraged to become stewards of their musical heritage and who will be discerning listeners. Students in kindergarten through 5th grade receive 50 minutes of music instruction per week; supplemented by participation in school musicals and concerts throughout the year. Students in 4th and 5th grade study the recorder and take an annual field trip to a local symphony to sing and play their recorder along with the orchestra. The music program offers extra-curricular opportunities to 3rd, 4th and 5th grade students including a 150-member student choir, music memory, recorder ensemble and instrument ensemble. These programs meet weekly before school and during other scheduled times to prepare for seasonal concerts, programs and competitions.

The technology curriculum at Crestview Elementary is based on the TEKS. Technology strands are imbedded into the curriculum in all content areas and grade levels; specifically focusing on developing

creativity, communication, collaboration, research skills, digital citizenship, and technology operation and concepts. Crestview teachers integrate technology into classroom instruction in innovative and relevant ways. Teachers use tablets and laptops to increase student engagement and enrich student-centered instruction. Students develop power-point presentations, participate in internet research activities, practice keyboarding, and take online assessments to develop their technology skills. Students have access to computers and the internet in the classroom, computer labs and library. Technology is used to create vertically aligned, individualized, and differentiated instruction that is multi-leveled and multi-sensory. Teachers are able to retrieve and analyze real-time student data and adjust individual levels of instruction as needed. In addition, Crestview offers an after-school Robotics Club that meets twice a week, for 4th and 5th grade students. Students in Robotics Club use laptops and block programming to accomplish robotic missions. They use laptops to research, gather information and design a solution to a real-world problem. Students present this project to judges at the annual Robotics competition. One of the greatest rewards of technology at Crestview is that by integrating it so effectively, students at every level and ability are able to experience success.

3. Instructional Methods, Interventions, and Assessments:

Crestview teachers utilize a variety of instructional methods to address the learning styles of the school's diverse student population by promoting high levels of student engagement. Research based instructional strategies are implemented to meet individual student needs. For example, one- to-one instruction is provided to students who demonstrate the greatest need and cooperative, self-directed learning for students achieving at higher levels. Hands-on, project based, and outdoor learning experiences are provided to develop schema across all content areas and grade levels.

Cooperative learning is a flexible approach used across curriculum areas to increase student success and engagement. Students are grouped together to achieve a common educational goal; they learn from each other without fear of failure and work together to build content knowledge and confidence in academic abilities. Cooperative groups provide differentiated learning, challenge students at different instructional levels and allow students to explore divergent interests.

Crestview takes a team approach to planning for instruction and intervention. Each week classroom and support teachers meet with administration to plan for instruction, share successful strategies, and discuss student progress. During team meetings, student data is analyzed, needs of individual students are discussed, and plans for additional classroom or pull-out interventions are created. A data wall, easily accessible to all faculty members, displays student performance and tracks progress so teachers can target areas for improvement and identify possible interventions.

A variety of formative assessment tools are used at Crestview for planning instruction and for continual monitoring and adjustment of instruction to fit the needs of individual students. Summative assessment is used at the end of instructional units to gauge student achievement and to inform future instructional planning at different levels, both long and short term. Computer based, diagnostic universal screen assessments for reading and mathematics are administered at the beginning, middle and end of year. Monthly reading assessments are conducted online. District generated, curriculum based assessments are given twice annually to assess student growth on specific standards and to target areas where growth is needed; this information is used to adjust future instruction. Ongoing informal observations and assessments by all classroom and support teachers are used to monitor student progress and drive instruction. State of Texas Assessments of Academic Readiness (STAAR) data is used at the beginning of the school year and when new students arrive at Crestview to identify students who may be in need of additional support.

Instructional decisions are based on student data. If students are not successfully achieving grade level standards, interventions are immediately implemented using the Response to Intervention (RtI) model. Classroom teachers provide initial support through Tier I intervention. Tier I students receive enhanced instruction that ultimately benefits all learners. If a student needs additional support at Tier II, a pull-out model is utilized. Through the pull-out process, students receive targeted, small group intervention 4-5 times per week for a minimum of 30 minutes. Tier III students receive individual interventions that are delivered with an increase in intensity and duration. These may result in referrals to Dyslexia or Special Education. In

addition to RTI, administrators provide 50 minutes of daily math tutoring to students in third through fifth grade in the spring time. Interventionists work to identify and close performance gaps through targeted instruction based on assessment and collaboration with the classroom teacher. This model provides a safe learning environment that allows students the opportunity to build confidence in their academic abilities, acquire grade level skills, and ultimately close performance gaps.

Every spring, Crestview implements Extended Day on Tuesday afternoons for 90 minutes as a tutoring opportunity for struggling students in third through fifth grade. Bus services are provided to increase student participation. Special Education students are included and receive services from their general education teacher or their special education teacher. Many of Crestview's kindergarten, first and second grade teachers offer after-school tutoring for students who need intervention to close performance gaps. In addition, small group tutoring is provided before school by all RtI and many homeroom teachers throughout the year, not only for the purpose of closing performance gaps but also to promote higher-levels of learning through enrichment opportunities for students performing above grade level expectations.

Crestview believes the success of each student is the responsibility of every staff member. All Crestview staff members invest time and effort to help students achieve success. This is just one more reason why Crestview is the "best school on the planet!"

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Crestview is a family and academic achievement is directly related to the family culture. “All Hands on Deck” are words that are intended to be embraced by all. Relationships among staff members extend beyond daily classroom responsibilities.

Celebrating and supporting the Crestview team creates a positive climate and an extremely low turnover rate. Crestview is a happy place! It is not uncommon for a teacher to begin their career student teaching at Crestview and remain until retirement. Low teacher turnover increases student achievement because students directly benefit from a unified, collaborative, and consistent team of teachers and staff members. Longevity starts with Crestview administration. Administrators encourage flexibility in teaching approaches and look for ways to highlight individual expertise. Administrators truly value contributions of each staff member and routinely invite input for decision making and school planning. Administrators fully support teachers in the classroom and are committed to being a resource for their continued growth and development. The academic achievement of students is exponentially increased as a direct result of a supportive administration.

Crestview teachers are respected and valued and therefore are extremely dedicated and regularly go above and beyond to support the academic, social, and emotional growth of each student. Their commitment, passion, willingness to go above and beyond has allowed Crestview Eagles to Soar. Because research indicates that social and emotional development impacts student achievement, character building activities are implemented throughout the school year to foster social and emotional growth. Students participate in aiding worthy causes and charitable organizations as well as in Anti-Bullying and Drug-Free initiatives. Crestview believes when students are engaged in the school culture socially and emotionally, they will be motivated to succeed academically. One example of how this is accomplished is by scheduling 4th grade writing conferences with the principal. Prior to the state assessment, the principal creates time to meet one-on-one with every single 4th grade student to provide only positive feedback on one of their writing samples. This unique approach allows the principal to invest into each individual student and highlight their personal strengths. Students leave the conference empowered, motivated and ready to strive for excellence! Another method of engaging and motivating students is to take their learning outdoors. Teachers create exceptional learning experiences by utilizing Crestview’s outdoor learning center, a nearby community park, the playground, community field trips, and a trip to a hill country Science learning camp. This team has become a family with one goal in mind, to continue to be the best school on the planet!

2. Engaging Families and Community:

Crestview believes teamwork makes the dream work! Crestview seeks to make it easy and enjoyable for families and community members to contribute to, and participate in, school culture and student success. Parents and community members volunteer hundreds of hours each month, answering phones, organizing school events, mentoring students and providing classroom and campus support.

A local garden and rotary club donate time to teach Crestview students how to grow fruits, vegetables and flowers in the outdoor learning center. This garden becomes an extension of the science classroom for all Crestview students. Students serve the community and learn life science concepts by helping Project Acorn plant trees at a local park. Other local businesses and organizations donate classroom materials and provide volunteers and hands-on activities to support student academic achievement. The mayor even attends the annual fifth grade graduation and speaks to the students.

Numerous activities that foster positive relations are held throughout the year. Crestview schedules family events each month. For example, in celebration of a diverse and bilingual student population, Crestview hosts Los Posadas and invites families to share a meal together. This event is the culmination of a unit studying holiday traditions around the world. Holiday food and music native to Hispanic culture is provided by parents, the PTO and the Crestview Choir. To reinforce literacy skills at home, families are

invited to “dine” at Reading Restaurant. Books are ordered from a “menu” and families read together with their student. The objective is to build family literacy and instill a love for reading by inviting parents to share their stories, and read with their child. During Science Night, students and families visit various activity stations designed to reinforce essential science concepts. College and career readiness is essential to student success, so Crestview invites families and community members to present at our annual Career Day. The Crestview’s Student Council program teaches civic learning. Students become aware of community needs and respond by organizing outreach programs. Students collect donations for local shelters and raise funds for pediatric medical research. Some of these outreach programs were even initiated by Crestview students.

Crestview has an active social media page where families and community members are informed of upcoming events and unique classroom learning experiences. These activities promote an authentic partnership between the school, parents, and the community. Parents are informed of student achievement and challenges through online communication apps, newsletters, parent/teacher conferences, email and text messaging programs. The principal, in partnership with the school board, informs community members of student achievement and challenges through district publications, press conferences, campus and community presentations, school report cards, accountability reports and campus and district websites.

3. Professional Development:

Professional Development at Crestview Elementary is primarily based on the campus needs assessment and campus data. Building teacher capacity is a priority. Crestview teachers lead the majority of Crestview’s professional development because administration values their experience and expertise. Administration believes that every teacher can significantly contribute to student academic achievement and school improvement. Professional Development sessions are provided on campus to promote and improve effectiveness in the classroom. Campus leadership teams facilitate sessions. Topics include: Characteristics of Highly Effective Teachers, TTESS Goal Setting, Unpacking of TEKS, Disaggregation of Data, Data Analysis, Vertical Alignment, RTI Process, Differentiated Instruction, and Classroom Management. Over the summer teachers and administrators attend workshops. New strategies, interventions, and instructional methods are acquired and the best are shared with the entire faculty or specific teams and implemented in classrooms. Outside educational speakers are invited to address targeted areas, both increasing the faculty’s cumulative knowledge and their eagerness to try exciting new ideas.

Crestview teachers are given freedom to pursue professional development opportunities relevant to their area and/or need. Professional Learning Community sessions (PLC) play a significant role in staff development. PLC’s promote focus on learning, maintaining a collaborative culture, and focus on data results. During PLC sessions, teachers research, prepare materials, and collaborate with others to prepare for outdoor learning, special presentations, and daily classroom instruction. Crestview teachers enthusiastically share this knowledge with other teachers on a regular basis, not just during scheduled professional development. Crestview is not reactive, but proactive. For example, in anticipation of new mathematics standards, Crestview sent representatives from each grade level to attend a workshop in another region. When the new mathematics standards were released, Crestview was ready. This proactive approach impacts the capacity of teachers and administrators because Crestview anticipates changes and needs and develops a plan for growth through professional development. In preparation for the state writing assessment, fourth grade teachers bring all 4th grade students to the cafeteria for a writing camp. The fourth grade teachers work together, with a master writing teacher, to prepare students for the state writing assessment. This team approach allows teachers to grow from each other’s knowledge and it allows students to benefit from multiple instructional styles. Crestview is continually striving for excellence!

4. School Leadership:

The Crestview Elementary leadership team includes the principal, assistant principal, instructional facilitator, grade level chairperson and counselor. By working collaboratively with an “All Hands on Deck” mindset, the leadership team provides the necessary time, opportunity, and resources essential for high levels of student learning and team building. Crestview administration endeavors to provide a secure, positive learning environment through the shared commitment of parents, teachers, and the school

community. Crestview strives for academic excellence while encouraging all students to achieve their individual potential in the classroom and in the community. At Crestview, everyone teaches; teachers, administrators and even the P.E. coach provide academic instruction to students. Administrators have high expectations for teachers; therefore, teachers have high expectations for their students. Crestview administrators are supportive in aspects of behavior and discipline. They strive to help students make the connections between poor choices at school and poor choices in life and how these choices can have life altering consequences. It is clear that Crestview administrators want all children to be academically successful and successful citizens of the community. Administrators conduct required observations and also perform walk-through observations to remain connected with instructional strategies happening in the classroom. They provide constructive feedback to teachers regarding instruction and management of classrooms to ensure that students are being taught the standards with enrichment and re-teaching opportunities. The leadership team embraces the responsibility of building teacher capacity. Ongoing professional development and growth are highly encouraged. Ongoing communication with staff members regarding practice, instructional strategies, curriculum shifts, and policy changes is essential.

Crestview's Parent Teacher Organization (PTO) and The Watch D.O.G.S (Dads of Great Students) are active volunteers; they play solid leadership roles at Crestview. These organizations work in close harmony with the principal, teachers, and parents to improve the welfare of students. They encourage parents to get involved in the school. They spend countless hours volunteering their time to promote parent involvement and assist in school improvement initiatives.

Crestview students assume leadership roles and responsibilities. Crestview implements Franklin Covey's, *The Leader In Me*, by focusing on student strengths and maximizing unique student talents. Crestview takes pride in building young leaders by teaching students the seven habits of highly effective people. The process begins by teaching students how to be proactive. Students maximize leadership skills needed for academic success by thinking critically, becoming self-directed in learning, and working collaboratively with peers. Crestview's Student Council represents the Crestview student body. This distinguished group of students leads by example; they conduct themselves with academic integrity and exemplary conduct.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The Crestview community is a family. The Crestview family thrives because genuine relationships are established between faculty and staff, students and parents and within the small community of Live Oak, Texas. Crestview staff members work continuously to build and maintain positive, productive, and professional relationships. They strongly believe those relationships are why Crestview students achieve great success in school, outside of school and beyond the elementary school years. Crestview students believe in themselves because their teachers and families believe in them. All stakeholders set and maintain high expectations for themselves and each other. Crestview teachers and staff focus on academic learning and developing the whole child. Teachers work with the school counselor to implement character building lessons into daily instruction. Crestview implements Franklin Covey's, The Leader In Me process; this strategy focuses on teaching students the seven habits of highly effective people. Through this process, Crestview students experience growth in character and leadership skills. This growth benefits their interpersonal skills and academic studies. Creating a strong foundational ability to achieve academically and to effectively manage real life and interpersonal relationships is the platform for continued, future success. Another unique strategy utilized at Crestview is the "all hands on deck" approach. At Crestview, everyone owns instruction. Crestview's collaborative instructional model encourages all stakeholders to roll up their sleeves and work with students to close performance gaps, provide remediation, intervention, and enrichment. Intervention is immediate, consistent, and implemented with fidelity. Dyslexia teachers provide students with a comprehensive, two-year intervention that addresses five components of effective reading instruction; phonemic awareness, phonics, fluency, vocabulary, and reading comprehension. Special Education teachers target an individualized plan that focuses on specific student needs. The Talented and Gifted (TAG) program provides students with RtI intervention to maximize critical thinking and reasoning abilities. It thrives on project-based and hands-on learning. The belief at Crestview is that all learners receive intervention to achieve their individual potential. Interventionists collaborate with all stakeholders to ensure students receive the strategies needed to facilitate opportunities for academic success. However, these strategies are only successful because of Crestview's family dynamic. The relationships and the "all hands on deck" approach are the reason Crestview students will continue to achieve success. At Crestview, their actions are evidence of their belief; Crestview is the best school on the planet!