

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Charlotte Quintana

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

Official School Name Dr. Green Elementary School

(As it should appear in the official records)

School Mailing Address 5430 Buckley Drive

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

City El Paso                      State TX                      Zip Code+4 (9 digits total) 79912-6421

County El Paso County

Telephone (915) 236-3000                      Fax (915) 833-8794

Web site/URL http://green.episd.org                      E-mail cquintan@episd.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*Mr. Juan Cabrera                      E-mail superintendent@episd.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Mr. Trent Hatch  
(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

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

1. 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

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

### DISTRICT

- Number of schools in the district (per district designation):
  - 57 Elementary schools (includes K-8)
  - 15 Middle/Junior high schools
  - 11 High schools
  - 0 K-12 schools

83 TOTAL

### SCHOOL (To be completed by all schools)

- 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
- 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
<b>PreK</b>	20	17	37
<b>K</b>	35	31	66
<b>1</b>	34	27	61
<b>2</b>	31	18	49
<b>3</b>	33	26	59
<b>4</b>	28	21	49
<b>5</b>	26	31	57
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	207	171	378

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 3 % Asian
  - 2 % Black or African American
  - 82 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 10 % White
  - 3 % 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: 25%

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	51
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	55
(3) Total of all transferred students [sum of rows (1) and (2)]	106
(4) Total number of students in the school as of October 1, 2015	419
(5) Total transferred students in row (3) divided by total students in row (4)	0.253
(6) Amount in row (5) multiplied by 100	25

6. English Language Learners (ELL) in the school: 56 %  
215 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Arabic, Hindi, Farsi, Punjabi, Vietnamese, Urdu, Bengali, Russian, Cebuano, Mandarin, Korean, Spanish

7. Students eligible for free/reduced-priced meals: 66 %  
Total number students who qualify: 248
8. Students receiving special education services: 21 %  
78 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.

- 13 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 5 Emotional Disturbance
- 0 Hearing Impairment
- 2 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 8 Other Health Impaired
- 20 Specific Learning Disability
- 61 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: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers including those teaching high school specialty subjects	27
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	6
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 14:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	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 2016.

<b>Post-Secondary Status</b>	
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.  
Dr. Green faculty will ensure each child receives equal opportunities to attain success by offering an environment that promotes rigorous academic achievement, character development, and physical wellness.
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**

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Dr. Leighton Green Elementary, located in El Paso, TX, opened its doors in 1993 and is one of fifty-seven elementary schools in the El Paso Independent School District (EPISD). El Paso is situated in the far western corner of Texas, located on the Rio Grande River, across from the Mexican city of Ciudad Juarez. The proximity to the Mexican border influences the school's demographic diversity. Dr. Green's demographics mirror the demographics of El Paso's 80% Hispanic population, with 82% of the 378 student population identified as Hispanic. 66% of the population is identified as economically disadvantaged, 56% of students are English Language Learners (ELL) and 21% are served in special education programs. A population rich in diversity brings both challenges and opportunities. Dr. Green has one of the highest mobility rates within EPISD at 25%. Students often migrate back and forth across the United States-Mexican border as work and family obligations warrant. This lends to academic challenges when there are two countries educational systems in play. However, it brings many opportunities such as multiculturalism and bi-literacy.

The Dr. Green Learner's Creed encourages students to do the best of their ability at all times; Just for today, I will listen, I will see, I will speak, I will feel, I will think, I will reason, I will read, and I will write. I will do all things with one purpose in mind, to do my best and not waste this day, for this day will come no more. The school song exemplifies the culture of Dr. Green; In the Franklin Mountain Range children listen, grow and change. High above the Rio Grande helping, learning hand-in-hand. Students sing the song weekly keeping the tradition alive. Dr. Green Elementary has been consistently recognized for high achievement among schools with similar demographics meeting the Accountability Rating of Met Standard since the rating system's conception in 2012. Distinctions during this time have included Reading/English Language Arts, science, and math. Other distinctions include; Top 25% Student Progress, Closing the Performance Gap, and Post-Secondary Readiness. Dr. Green was identified as a Reward School for the 2015-16 year in both the High Performing and High Progress categories.

Dr. Green's educational philosophy reflects the mindset that all students are capable of learning and being successful, providing a learning environment which encourages all children to reach their full potential; focusing on the whole child's academic, emotional, physical, social and cultural development. Decisions are made in the best interest of children.

Key campus strategies ensuring student academic success are a strong first-teach in all core content areas aligned to the Texas Essential Knowledge and Skills (TEKS) and consistent utilization of best practices and research-based instructional programs. The use of formative assessments and consistent analysis of student data drives instruction, in addition to a daily focused intervention block. Ongoing professional development and grade-level Professional Learning Communities (PLCs) impact instructional decisions, all of which impact student academic growth. Core values of respect, responsibility and safety are an integral part of a student's social and emotional development. Students are awarded golden tickets for displaying behavior exemplifying these values which has resulted in a decrease of discipline referrals. Activities such as Breakfast with Hero's, Harking Hawks' Choir caroling, campus food drives, the holiday angel tree (supporting less fortunate campus families), and the Dia de las Madres luncheon are reflective of the border community and contribute to students' cultural enrichment and understanding. Students' physical well-being is addressed through a variety of programs with the objective of promoting healthy choices for life. Dr. Green's Coordinated School Health (CSH) Committee has fostered a climate which promotes healthy eating and physical activity through events such as Family Fitness Fiesta which combines movement and learning opportunities for the whole family and a "Water-Only" campus-wide initiative promoting the consumption of water as the healthiest drink of choice for students and staff members. As a result, Dr. Green was awarded the Silver Award from the Alliance for a Healthier Generation.

The school offers a variety of unique programs and events. The character trait program focuses on a monthly core value such as respect, joy, forgiveness, etc. All campus stakeholders contribute by consistently modeling these values expected of children. Ft. Bliss soldiers, one of the school's Partners in Education, play an integral part in the success of kite day by volunteering countless hours in assembling kites, in addition to actively participating and partnering with students on the day of actual flight. An annual

author's visit provides students with first-hand exposure to the craft of writing and illustrating books supporting the campus-wide writing initiative of preparing students as life-long writers.

Dr. Green's success cannot be attributed to one specific program, initiative or group of people. The school's success is a direct result of the dedication of each person who walks through the door; students, parents, staff and the collective community. It is a result of hard work, commitment and passion, with the cornerstone belief of putting children first, that Dr. Green has enjoyed the achievements and successes awarded them.

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

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### **1. Core Curriculum:**

The curriculum of language arts and reading, math, science, and social studies at Dr. Green is based on the TEKS. Core content curriculum approaches chosen by EPISD are outlined in the curriculum document. The document is set up in four-week units outlining a scope and sequence and providing embedded resources and formative assessments essentially becoming a teacher's skeletal lesson plan. Teachers customize the document based on student needs. Students gain foundational skills through rigorous, direct, planned instruction. Teachers build upon the skills taught providing active learning opportunities to engage and challenge students.

The English Language Arts/Reading (ELAR) curriculum reflects a direct alignment of the TEKS and scientific research-based methods providing differentiated instruction and cross-curricular opportunities. It offers diversified instruction for students who are approaching, on level or above grade level. A 90-minute reading model includes modeled and shared reading opportunities, in addition to whole group and small-group guided reading instruction, addressing both the specific needs of the struggling reader and the above-grade level reader. Kindergarten through second grade instruction incorporates a comprehensive phonics program which includes letter/sound recognition, encoding, decoding, spelling and handwriting, laying a strong foundation for a beginning reader and writer. Teachers employ the gradual release model of "I do, we do, you do" to ensure student success. Using assessment data, tutors service students in need of urgent intervention in a small-group, pull-out setting.

Aligned with the TEKS, the math curriculum is comprehensive, providing reteach, on-level and advanced activities, in addition to intervention possibilities. The program has a variety of intervention levels; ongoing, strategic, and intensive which encourages monitoring of student progress. The program provides cross-curricular second-language acquisition and learning strategies to accommodate instruction at the student's English proficiency level. The school utilizes a 90-minute math model, incorporating immediate intervention. The model consists of a spiral review of TEKS affording students the opportunity to practice skills and achieve mastery, then transitioning to whole group instruction, guided and independent learning and immediate intervention for students having trouble with the concept being taught. Students have additional opportunities to practice problem solving skills through web-based programs accessible at both school and home.

The science curriculum promotes scientific investigation and reasoning and includes instruction in the three main branches of science; earth, physical and life. Utilizing the curriculum document ensures vertical alignment while addressing the state standards and ensuring student acquisition of foundational skills. Teachers are tasked with providing hands-on investigations following a required time percentage reflective by grade level (i.e., first grade – 10%, fifth grade – 50%.) The curriculum includes opportunities for virtual labs encouraging application of knowledge and inquiry skills. Concepts are vertically spiraled to connect to previous and future learning. Animated comprehension videos address skills, in addition to interactive Smart Board activities. Digital learning is also utilized to provide hands-on, inquiry-based investigation. Students develop their own context and meaning for the scientific concepts they are learning. An annual science fair provides kindergarten through fifth grade students an opportunity to highlight their learning and knowledge. Fifth grade students are provided the chance to participate in Robotics, an extra-curricular program which provides experiences in developing Science, Technology, Engineering, and Math, (STEM), skills with hands-on, collaborative projects. Students must collaborate to design, construct, write, present and compete to develop a robot that can complete an assigned task.

The social studies curriculum lends itself to cross-curricular teaching throughout reading and writing. Teachers follow the EPISD TEKS aligned curriculum document. The goal is to develop knowledgeable and informed citizens. Students study state and country historical events with a genre focus on expository text, as well as literary non-fiction texts such as biographies and autobiographies. Civic learning and engagement activities are integrated across the curriculum giving students an opportunity to connect to real-life events. Students in kindergarten through fifth grades experienced a simulated election process through mock voting

this year. Fourth and fifth grade Gifted and Talented (GT) students culminate their year-long projects with presentations. Fourth grade presents “We are Texans” and fifth grade presents “My Journey” showcasing student learning. A campus-wide career day exposes all students to a variety of diverse careers. Students are able to experience careers first-hand with experts in the field through simulation and question and answer sessions. A week of learning activities is devoted to drug awareness through Red Ribbon Week. Local, state and national experts and law enforcement personnel provide a window into their professions through presentations educating students on resistance and the awareness and effects of drug use.

The Preschool Program for Children with Disabilities (PPCD) services general education and special education students as young as three years of age in a collaborative setting. The program was established to provide role models for three and four year old children who have been identified with special needs. The overall goal is to provide a high quality experience for all children.

Prekindergarten is a federally funded program open to four year old children. The prekindergarten curriculum includes; language/communication experiences, emergent literacy and numeracy skills, social/emotional development, fine arts, technology, and physical development. Prekindergarten guidelines are directly aligned to the TEKS providing a systematic transition to the state kindergarten through third grade academic standards. These programs provide students with the tools necessary for success in learning how to follow routines, developing self-control and cooperating with other students and adults.

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

The fine arts curriculum at Dr. Green is based on the TEKS and outlined in the district curriculum document. The focus of fine arts at Dr. Green is primarily music, servicing students from age three to grade five. Primary grade students receive music twice weekly with upper grade students attending once a week. A digital platform addresses the state TEKS and national standards. Curriculum lessons are created by award winning authors, choreographers, sign-language specialists, language specialists, university professors and include learning in all intelligences. Lessons are tablet accessible for students to access outside of the music classroom. In addition to scheduled music, the campus takes pride in the longevity of the Harking Hawks’ Choir (in existence since the school opened.) The choir is comprised of students in second through fifth grades who prepare for several months for a culminating performance at the end of the year. In addition, a variety of grade levels perform each morning the week prior to the Christmas holiday. Fifth grade students participate daily in a 45-minute orchestra period with a goal of transitioning to a middle school instrumental music program. Third grade students participate in a district sponsored art program exposing them to a variety of art mediums such as, charcoal drawings, pen and ink, mixed media, and paper crafting. The campus sponsors a Fine Arts Night at the end of the year. Students’ artwork is professionally displayed, in addition to a performance by fifth grade orchestra students.

Physical Education (PE) instruction is driven by the same curriculum document format as other content areas, spiraling the TEKS from kindergarten through fifth grade. All students in these grades participate in PE 45 minutes daily, exceeding the state requirement of 30 minutes daily. As part of the Let’s Move! Active Schools, the fitness of students in third through fifth grades is assessed bi-yearly providing information on students’ overall fitness and endurance. Students participate in a healthy heart awareness campaign raising funds for the American Heart Association. Educating children in the areas of health and nutrition is of utmost importance at Dr. Green. The campus has received a Silver Award from the Alliance for a Healthier Generation for being a “water only” campus. Sugary drinks are not accessible to students on campus. Birthday celebrations are limited to items on a healthy snack choice list. Dr. Green has a campus health committee that provides educational opportunities for both staff and students. Students are taught measures to reduce stress and anxiety using controlled breathing, guided imagery, and meditation practices. Students learn about infections and disease through videos, posters, and classroom discussion. The school nurse reinforces this classroom learning when the student visits the nurse’s office. Once a year the school nurse utilizes an approved puberty education program that informs fifth grade students of the physical and psychological changes related to puberty. The education of healthy exercise and good food choices extends beyond the school environment. The campus sponsors a Family Fitness Fiesta where students and parents learn different ways to stay active with an opportunity to visit with local health organizations. Families at Dr. Green are encouraged to participate in a city-wide 5K run/walk where students’ participation generates

funding for the needs of less fortunate students in our community.

There is a myriad of technology opportunities for the staff and students at Dr. Green. The campus houses two computer labs; one for primary and one for upper grades, as well as two tablet carts available for check-out. This allows for multiple daily opportunities for students to access and utilize technology. Each primary classroom has eight tablets for creating and sharing digital content. Teachers incorporate the TEKS for technology applications through student created products that reflect creativity and innovation, foster communication and collaboration, utilize critical thinking and problem solving with the goal of developing responsible digital citizens. Students evaluate the validity of digital content and determine appropriate digital tools needed to accomplish tasks. Students learn programming skills using a variety of coding apps and websites. Teachers attend weekly, after-school “Tech-Byte” professional development sessions focused on instructional apps and best practices in integrating technology throughout the curriculum. Topics are chosen based on teacher surveys. Ensuring student access to technology throughout the school day is of great importance as many students have limited access to technology at home impeding the continuation of their learning once they leave the traditional school setting.

### **3. Instructional Methods, Interventions, and Assessments:**

Teachers at Dr. Green utilize data to meet the instructional needs of all students beginning with rigorous whole group delivery of instruction in each content area. After this delivery intervention takes place in a variety of modes based on assessment data. Teachers implement techniques such as small group guided reading where six or less students with similar performance are taught using materials such as leveled readers to close achievement gaps. Immediate intervention is utilized daily in the area of math using flexible grouping based on student understanding and performance using formative assessments. Content specific student paced technology and push-in support from ancillary staff also assist any student in need of additional help. After summative assessments teachers prepare a heat map based on state standards identifying students’ “hot spots” to further target specific areas of need. This process makes instruction in each classroom unique.

The school has a 45-minute daily intervention or enrichment block for all students. During this time students are grouped by their strengths and weaknesses in the areas of reading and math based on assessment data. Students are placed in groups reflective of their academic performance. Students identified as GT (using the district criteria) follow a rigorous, project-based district curriculum which encompasses a variety of opportunities to perform at an “Application” level. Students on level in both content areas are challenged to go beyond the curriculum incorporating technology and fine arts. Students in need of intervention in reading and/or math (Tier II and III) participate in a demanding, tailored curriculum designed to strengthen foundational skills and close achievement gaps.

Assessments and data used include; Standardized Test for the Assessment of Reading (STAR 360), primary beginning reading assessment, district benchmark tests, district unit tests, previous year’s State Assessment of Academic Readiness (STAAR) results (4th and 5th grade only) and report card data.

For students identified in need of additional support (intervention) in the area(s) of math and/or reading (Tier II & III) every effort is made to keep the group size to eight or fewer, sometimes the group is as small as three students. Teachers are assigned to groups based on teacher strengths and trainings. After analyzing the data, teachers and tutors are given direction to drive instruction. In addition, teachers regularly collaborate with the campus teaching coach at PLCs regarding best practices and strategies to improve learning. The coach is also available for classroom modeling of best practices.

There are a variety of techniques and teaching methods used during intervention. In Tier II and Tier III groups most of the instruction is small group guided reading and small group math. It is important students experience as much “teacher guided” instruction as possible. The goal is for students to be 100% active in their learning 100% of the time.

Students identified as on-level participate in a variety of activities; Readers Theater, technology, workstations, and small group instruction as well.

Student groups change after each major assessment; Beginning of the Year (BOY), Middle of the Year (MOY), and End of the Year (EOY). These assessments are computer based and offer a progress monitoring option which is utilized to track Tier II and Tier III student progression every three weeks. If a child is overperforming or underperforming in a group in which they have been placed, and there is data to support the change, adjustments are made to their placement.

Occasionally we see a gap of 10 or more percentage points between the test score of the ALL Students subgroup and test scores of ELL or Special Education populations. In response to this type of gap student needs are targeted through direct instruction from the homeroom teacher, Special Education teacher, and English as a Second Language (ESL) certified teacher. These teachers utilize a variety of strategies all designed specifically to meet the academic needs of their subgroup such as, total physical response, the seven different modalities of teaching a child, an exaggerated pace of instruction, etc.

To ensure high levels of achievement the first delivery of instruction is always challenging and rigorous with the expectation that all students can meet with success. All additional intervention is based on individual student strengths and needs.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Dr. Green's warm and inviting culture and climate fosters a sense of community. The school is student focused and builds upon the commitment of continuous learning of all stakeholders; students, parents, faculty, and staff. Our annual Meet the Teacher Night, held the Friday before school begins, affords parents and students the opportunity to meet teachers, staff, and administrators resulting in a smooth first day of school. This event supports the school's primary objective of creating a partnership between school and home. Administrators and teachers have the chance to share expectations and academic goals, while parents are encouraged to ask questions. Consistent communication between all stakeholders is strongly promoted, beginning with administration's open door policy. Strong communication exists between parents, teachers, and administrators. Teachers feel comfortable and supported in sharing their concerns, ideas, and suggestions.

A campus-wide behavior initiative reinforces a positive school climate. Proactive strategies for defining, teaching, and supporting appropriate student behaviors assist in establishing the behavioral supports and social culture needed for all students to achieve social, emotional, and academic success. The campus supports student academic growth in a variety of ways. Students are recognized for individual improvement in a number of settings; in class through student/teacher conferences, school-wide displays of student achievement in curriculum based technology programs, and tangible incentives. Students are acknowledged on morning announcements for displaying appropriate behavior and making good choices. A different character development trait is introduced monthly through morning announcements, videos, activities, and intentional teaching. The school counselor provides monthly classroom lessons focusing on core values, character development, and conflict resolution to support students' emotional growth. Administration, faculty and staff take the time to focus on meeting the needs of the whole child; realizing little successful learning will take place if a student's emotional needs are not met.

Dr. Green's teachers' devotion and dedication is highly valued by administration and school families. Teachers are recognized as the critical influence in a student's success and desire to attend school. Their hard work is valued and their time is honored through ensuring professional development sessions, committee meetings, PLCs, etc., are informative and deemed relevant. Dr. Green enjoys strong teacher longevity, apart from recent retirements and promotions.

Dr. Green's positive and compassionate environment encourages teachers and students to persevere in achieving campus goals and successes by providing diverse opportunities for student success inside and outside the traditional school day. Student programs such as Robotics, fine art instruction, cheer camps and literacy challenges support the belief of meeting the needs of the whole child to attain success.

### 2. Engaging Families and Community:

Dr. Green faculty, staff, and administration work diligently to create an educational partnership with families. The school provides an array of parental involvement activities which demonstrate the importance of this partnership, beginning with the annual Meet the Teacher Night. Monthly Parent Teacher Association (PTA) meetings include a grade-level musical presentation encouraging parent attendance. A variety of breakfasts and luncheons (i.e., Hero's Breakfast, Thanksgiving luncheons, Welcome Back Breakfast, etc.) are enjoyed by families and typically well attended. To encourage father figures, a non-traditional volunteer in schools, Dr. Green participates in WATCH D.O.G.S (Dads of Great Students) an innovative father involvement, educational initiative to provide positive male role models for the student population. The campus has concluded that fostering an educational partnership with family's results in student success regardless of race/ethnicity, class, or parents' level of education. When families are involved in their children's learning, their children experience higher levels of success in school. Communication is the foundation of parental and community involvement at Dr. Green and ensures families are consistently informed and aware of student learning and campus activities. A bi-monthly newsletter details each grade level's academic focus and any additional activities. The newsletter includes

information from the nurse, librarian, active learning leader, campus teaching coach, PE coaches, PTA, and the principal. Parents are urged to access the Parent Portal, an online program which allows them to monitor their child's grades and attendance. In addition to the traditional fall and spring parent/teacher conferences teachers meet with parents throughout the year to review academic achievement and address any concerns or questions. Opportunities for parents to view student projects such as, science fair, Fine Arts Night and end of year endeavors such as, the fourth grade We Are Texans and the fifth grade My Journey provide parents an overview of core content and academic achievements. Each of the above mentioned, individually and collectively contribute to student success.

The school has a variety of community partners in education. One of the most active is the Ft. Bliss U.S. Army Base. Soldiers volunteer at school events serving lunch at Thanksgiving luncheons, constructing and assisting students with flying kites on kite day, working the Physical Training (PT) booth at the Family Fitness Fiesta, career day speakers, to name a few. Dr. Green partners with local businesses in Partners in Education Nights with a portion of the proceeds raised being returned to the school. Local business owners and/or employees and parents are members of the Campus Improvement Team (CIT) providing a global perspective of the agenda items. Dr. Green's achievements and successes are the results of the efforts and commitments of a multitude of people that champion student education and welfare.

### **3. Professional Development:**

Dr. Green's professional development opportunities are diverse and systematic and are ascertained by the needs of the classroom teacher with the focal point being student achievement and success. Professional development is planned per district and Campus Improvement Plan (CIP) and developed from analysis of assessment data. This data is a reflection of student security with the state standards (TEKS), therefore providing a direct connection between professional development choices and student achievement. It is delivered in a variety of formats; weekly grade-level PLCs, weekly Tech Bytes, monthly CIT meetings, monthly faculty meetings, district staff development opportunities, regional education service center professional development opportunities, and local, state and national conferences. Presenters range from campus support staff and district employees to experts in the field.

The focus of weekly PLCs includes reviewing student expectations and TEKS, discussing best practices, and analysis of student data to identify strengths and weaknesses in learning and classroom instruction. Professional development consciously addresses the differences in the needs of a new teacher to a veteran teacher. Weekly Tech Bytes center on successfully integrating technology throughout the curriculum. Teachers are introduced to new instructional technological tools such as, tablet apps, communication and presentation programs and their applicability to curriculum content. District staff development typically focuses on new and current district initiatives and provides opportunities to collaborate with teachers from other schools encouraging dialogue around best practices, curriculum objectives, classroom management, technology, etc.

Professional development for both teachers and administrators is reflective of refinement needs and opportunities from annual evaluations; Texas Teacher Evaluation and Support System/Texas Principal Evaluation and Support System (T-TESS/P-TESS). Administrative professional development is offered through monthly district-wide principal meetings, the regional education service center, university sponsored professional development opportunities and local and state conferences. In addition, administrators have the opportunity to work in cohorts focusing on programs and initiatives unique to their campus.

Based on historical assessment data, campus challenges have included the content area of science, in addition to the ELL and Special Education subgroups. Campus professional development is aligned to address these challenges. As a result, this year's campus training has included Response to Intervention (RtI) specifically addressing the ELL and Special Education populations. Committees such as, Coordinated School Health (CSH) and Science are responsible for organizing and supporting different instructional events that improve academic achievement campus-wide. The Science Committee organizes and supports the annual science fair. Each teacher is responsible for modeling an example of a science fair entry taking the students through the scientific method ensuring vertical alignment across grade levels.

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

The leadership team at Dr. Green is comprised of the principal, assistant principal, campus teaching coach, Active Learning Leader (ALL), counselor, and nurse. The principal acts as the instructional leader of the campus; leading by experience, knowledge of the curriculum, instruction, budgeting, personnel, and operations. The assistant principal focuses on discipline, behavior, materials and special student populations. The campus teaching coach serves as an instructional coach, training and supporting teachers in district and campus initiatives and best practice implementation. The ALL provides support in the areas of technology implementation and integration for both students and teachers. The counselor identifies and addresses the emotional and social needs of students, in addition to working with teachers and parents. The nurse attends to the health and physical well-being of students. All members of the leadership team chair or participate in a variety of campus committees such as, CIT, Language Proficiency Assessment Committee (LPAC), CSH, GT, Spelling Bee, etc. The team is collaborative in nature and reflects the belief that decisions should be made in the best interest of children.

The leadership team employs the philosophy that all students are capable of learning and decisions are made in the best interest of children. They lead by example cultivating an environment of mutual respect between faculty, staff and administration. Thus providing support to teachers and encouraging them to grow while maintaining routines and structure. A weekly staffing identifies the focus and priorities of each member of the leadership team, as well as campus activities and events, ensuring communication and uniformity of information and expectations.

Possessing an open-door policy, administration encourages all stakeholders; students, parents, staff, and faculty to express cares and concerns. Administration is highly visible throughout the campus and actively participate in programs. They are involved in weekly grade-level PLCs, observe instruction and provide constructive feedback to strengthen teacher knowledge and practice, positively impacting student achievement. Administration works conscientiously to build rapport and relationships with all students, while providing a safe and orderly environment.

Teachers assume various roles on committees to support educating the “whole child” focusing on student achievement, health, safety and interventions. Grade level leaders facilitate meetings to include crafting agendas with an emphasis on upcoming curriculum TEKS, resources, and assessments. They are encouraged to provide unique learning experiences for students using engaging instructional approaches. The CIT consists of teachers, parents, staff, community/business members and district support personnel who also contribute to the leadership of the campus. The CIT meets monthly to share school-wide concerns and celebrations. Each group of stakeholders is represented and given the opportunity to weigh in on proposals, share ideas and give input to budget/financial decisions. They are an integral part of the school improvement process.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The most effective practice Dr. Green Elementary employs is its approach to Response to Intervention (RtI). It is crucial to closing student achievement gaps and is the cornerstone to the high achievement and ongoing success of individual students and the campus as a whole.

Campus academic success is a direct reflection of the timely and systematic RtI in place, with the expectation that extra-curricular activities, such as performances, assemblies, etc., do not preempt the grade-level intervention block resulting in ultimate fidelity to RtI. Intervention takes place in a number of settings; spontaneously throughout the school day as teachers persist with the lesson until there is evidence that all students demonstrate understanding of the objective and during the scheduled intervention block.

Teachers begin with rigorous whole group delivery using a gradual release method (“I do, we do, you do”.) During the “You do” as students are working independently, teachers closely monitor student performance and adjust instruction/activities or move to small group instruction to address student individual needs. This process may take place over the course of more than one day based on student performance. For example, in the content area of reading, the teacher revisits the story in a variety of ways beginning with whole group on the first day then moving into leveled readers of the same genre and TEKS reflecting the students’ readability levels. As the week progresses teachers continue to adjust instruction and activities in an effort to establish and maintain student security while consistently checking for understanding through purposeful questioning and academic feedback. Meanwhile teachers, formally and informally, collect and analyze student achievement data with the intent of identifying adjustments needed for future instruction. Due to the routine nature of the classroom RtI teachers’ precision in this delivery appears seamless.

Students with greater foundational gaps are serviced by campus tutors in a pull-out setting. They work closely with the campus teaching coach to meet the student’s individual needs based on their academic performance. Lessons parallel that of the classroom teacher to ensure consistency in content, strategies and delivery.

Dr. Green’s RtI program ensures every student has the opportunity to close the achievement gap and succeed. This is reflected in the success rate of our standardized test scores. Dr. Green students outperform students from schools with similar demographics in all content areas.