

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 Mr. Chris Holson

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

Official School Name Jim Ned Lawn Elementary

(As it should appear in the official records)

School Mailing Address 318 Avenue E P.O Box 118

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

City Lawn State TX Zip Code+4 (9 digits total) 79530-0118

County Texas

Telephone (325) 583-2256 Fax (325) 583-2679

Web site/URL <http://schools.jimned.esc14.net/previous.aspx?name=jnesl.home> E-mail beasterling@jimned.esc14.net

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. Bobby Easterling E-mail beasterling@jimned.esc14.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jim Ned Consolidated Independent School District Tel. (325) 554-7500

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. Matt Higgins
(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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 TOTAL

SCHOOL (To be completed by all schools)

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	1	8	9
K	19	14	33
1	16	12	28
2	15	21	36
3	26	15	41
4	19	21	40
5	17	20	37
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	113	111	224

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % 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: 0%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2015	251
(5) Total transferred students in row (3) divided by total students in row (4)	0.000
(6) Amount in row (5) multiplied by 100	0

6. English Language Learners (ELL) in the school: 1 %
2 Total number ELL

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

Spanish

7. Students eligible for free/reduced-priced meals: 31 %
Total number students who qualify: 70
8. Students receiving special education services: 12 %
26 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.

- 2 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 0 Mental Retardation
- 5 Multiple Disabilities
- 0 Orthopedic Impairment
- 4 Other Health Impaired
- 0 Specific Learning Disability
- 12 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: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	13
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
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.	1

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 17:1
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	97%	97%	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
If yes, select the year in which your school received the award. 2006
15. In a couple of sentences, provide the school's mission or vision statement.
To provide quality education to all students. The school strives to empower all students to pursue productive and fulfilling lives in an ever-changing world.
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

Lawn Elementary is a part of Jim Ned Consolidated Independent School District which covers 391 square miles just south of Abilene, Texas, and is comprised of three small towns (Buffalo Gap, Lawn, and Tuscola) and many smaller communities. The Jim Ned District's two elementary schools, Buffalo Gap Elementary and Lawn Elementary, are located 16 miles apart and serve students through the fifth grade. Students then go to Jim Ned Middle School and Jim Ned High School, both of which are located in Tuscola Texas in the central part of the district. Families seeking a smaller school atmosphere for their children move to the Jim Ned school district because of our excellent reputation for both academics and athletics. Lawn Elementary is a Title I school serving 230 students, preschool children with disabilities (ppcd) through fifth grade. The district's programs for PPCD and elementary special education life skills are both housed on the Lawn campus. PPCD students are part of a pre-kindergarten inclusion program, and elementary life skills students are also included in as many mainstream activities as possible. Our mission is based on the belief that all children can learn and should work toward being responsible citizens. "No Child Left Behind" was the focus at Lawn Elementary long before that phrase gained national attention. The Lawn campus provides a stable, family environment for each child to reach realistic goals and achieve the greatest potential. Each teacher and staff member goes above and beyond to take kids where they are and move them forward. Examples are after school tutoring, providing transportation for students who otherwise would be unable to attend after school functions, keeping track of students as they continue their schooling, planning throughout the year in vertical teams, and communicating with parents on a consistent basis through parent notes, emails, telephone calls, parent conferences, and our school webpage and school app. The entire staff at Lawn Elementary is involved in the education of our students in the building and outside of the school building. Kindergartners and first graders get extra practice in reading every single day with the help of all available staff. This initial reading program is overseen by our reading specialist. Community volunteers come weekly to read with students or to assist teachers and the librarian.

The intense reading program is what sets Lawn Elementary apart from all other schools. This will be discussed in depth later, but early and intense reading intervention is the cornerstone of the success of our students. Vertical planning and communication are also important parts of the success of our programs. Kindergarten and first grade teachers meet routinely for planning. Second and third grade teachers form a second planning group; fourth and fifth grade teachers form a third group. Curriculum flows from grade level to grade level without gaps because of the excellent communication between teachers and the planned staff development each summer. The reading specialist, physical education teacher, computer teacher, and special education teachers provide input to each group as needed and as appropriate. Mornings begin with announcements led by two fifth grade students. Students are selected by their teachers based on responsibility and dependability. The announcements begin with a reminder of the three R's that our students know by heart, Respect for self, Respect for others and taking Responsibility for our own actions. At the end of the announcements is the admonishment to, "Choose to make it a wonderful day!" then the reminder, "It's great to be a Jim Ned Indian!" Students are encouraged to have pride in their school and in themselves. Part of our student success is our student's pride to do their best in all areas and the positive, caring attitude from character education each day from teachers and staff. Jim Ned graduate and current Washington Redskins quarterback Colt McCoy has been an inspiration to many of our students to see that all things are possible with preparation and desire. Lawn Elementary was a 2006 recipient of the Blue Ribbon School Award. That distinction has served as a source of pride for this school and community. Community members still take great pride in that award from over ten years ago. The township of Lawn serves as the district's major source of low income housing. Even though the current school building is over 60 years old, the citizens of this town have more pride in the quality of this school than any community I am aware of. A significant part of that pride comes from being a former No Child Left Behind Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Lawn Elementary believes that all children will succeed! Through this belief, our teachers and staff collaborate to help each individual student; teachers address difficulties promptly and persevere until each student is on grade level. Teachers understand the principles of differentiation through depth, complexity, and pacing to accommodate each learner. Our core curriculum is based on the Texas Essential Knowledge and Skills (TEKS); however supplemental programs have been added to strengthen the instruction. Teachers and staff know that reading is the important foundation that carries over to all subjects. Starting in kindergarten, each student begins the Reading For All Learners series. Placement is based on the student's academic level determined by progress monitoring of classroom performance, iStation reading and math computer base program, and DIBELS reading screening. On a daily basis students are pulled individually to read; once books are mastered the student continues to the next level. The reading specialist monitors this program and supplements what is being taught in the classroom. She then pulls the most at-risk students and works with them using Phono-graphix and Abecedarian materials concentrating on blending, segmenting, and phoneme manipulation. First and second grade continue Reading For All Learners, moving into authentic literature as soon as possible, and adding the Reading Counts computer program for a quick assessment of comprehension. Progress monitoring and at-risk small groups continue. In addition, students that still have difficulty with decoding and fluency start the Headsprout reading computer program, which is based on the individual needs of each student. All third, fourth, and fifth graders are screened using the DIBELS DAZE passage, that focuses on comprehension and fluency, and a vocabulary assessment. If a student is not at the benchmark level, fluency and ability to decode multi-syllable words are screened. Struggling third-grade students will continue in small groups using the Reading For All Learners and Abecedarian materials. In addition, the reading specialist teaches a weekly lesson from the REWARDS program, which focuses on Multi-syllable words, to the entire third grade class. Each student, no matter their academic level, benefits from this reading program. Struggling fourth and fifth-graders will continue the REWARDS program in small groups. Issues related to fluency are addressed with the Great Leaps Fluency program. Our goal is for children to start reading chapter books as soon as they are academically ready; students become enthused and want to read. Lawn Elementary has a culture of "reading is what you do". Students read at their appropriate level and feel pride in what they can accomplish.

Lawn Elementary realizes that math is also an important concept for children to learn and understand. Kindergarten through fifth grade uses the Envision math curriculum, along with additional supplements. The campus math teachers took part in a curriculum study when it became time to adopt a new math curriculum. Through thoughtful engagement, study and recommendations the current curriculum was adopted. To engage all students in math, many lessons focus on using various manipulatives, multi sensory activities, visuals, a hands-on approach, auditory, and kinesthetic strategies to meet individual student's academic need. Lessons provide higher level questioning, critical thinking skills, and problem-solving activities. Teachers hold students accountable and take the time to hear their explanation and thought process when completing the task. All grade levels are monitored through various assessments: iStation, Mclass, EBIC, Texas daily moose math, xtra math, Slossan, and Study Island. Students that struggle in the math are pulled in small groups or one-on-one to focus on math concepts. This individual instruction proves to be beneficial when needed.

Social Studies and Science curriculums are built around hands-on experiences, labs, visuals, field trips, projects, cooperative learning groups, and individual research that tie into the TEKS. In both curriculums, teachers focus on vocabulary and the meaning of words, this requires higher level thinking and exposure to real world experiences. A unique concept that Lawn staff uses to enhance both Social Studies and Science is simply to let students talk. When students are allowed to talk and discuss with each other in teacher facilitated lessons, students are able to give answers that they might not always write down. This encourages other students to join in with information, questioning, and sharing everyday experiences. Through discussion, students activate prior knowledge on which to build new information. The campus science teachers took part in a consortium of local science teachers and administrators to develop the current science curriculum.

Lawn Elementary has a Pre-K program that is combined with PPCD students. Reading, math, science, and general life skills make up the pre-kindergarten curriculum. Most of our pre-k students are reading at kindergarten level when they exit the pre-k program. This is the expectation. The Frog Street Pre-K curriculum is used daily with students; these lessons are aligned with the Texas Pre-K guidelines. This curriculum provides a rich language, developmentally appropriate activities, and adaptations for lower performing students. Benchmark testing and iStation reading and math programs are used to monitor students and direct instruction as needed for each student. As students make progress, Reading For All Learners is implemented into the curriculum. The Pre-K program is vertically aligned with primary grade levels and is essential for monitoring students. Early education allows students to be exposed to academics, organization, social skills, routines, and behavior. By learning this prior to kindergarten, students have a greater chance of being successful in the primary grades.

2. Other Curriculum Areas:

Lawn Elementary students Pre-K through fifth-grade attend physical education five times a week. Each student is tested four times a year in the Fitness-gram program which allows parents to see the strengths, needed improvement areas, and the progress each student makes towards good physical fitness. Our faculty knows that good health and fitness is essential and go hand and hand with successful academics. Our PE department believes that not only student's physical education at school is important, but also involving families at home can increase health and exercise habits in everyday life. Families are encouraged to document exercises completed at home and then are rewarded at the end of the school year in an award ceremony; this enables families to be a part of their child's education in a non-traditional way. Additionally, all grade levels participate in an extensive physical education program that is choreographed and then performed for family and friends. This requires weeks of practice where students feel a successful accomplishment when completed. At the end of the school year Lawn Elementary, along with our other elementary campus, organizes a field day for the entire student body of Jim Ned CISD. This instills a sense of belonging for our students and brings all our children together for a sense of family. All fifth-grade students attend a team building ropes course that allows the students to bond and excel with their classmates. It also helps students to stretch beyond their comfort zone and learn problem solving and critical thinking skills. The Texas Essential Knowledge and Skills are followed in all physical education classes. The Physical Education department tries to instill a sense of leadership within each student along with direction and a structured form of discipline. The PE philosophy is that all students are capable of learning and excelling, our job is to find something special in every child.

Computer class is essential in learning and keeping up with today's technology. Students Kindergarten through fifth-grade attend computer class twice a week. Kindergarten curriculum is followed by the TEKS which include mouse skills, internet safety, learning to navigate webpages, alphabet, math and science games, taking care of equipment, and asking for help when problems arise instead of wildly clicking the mouse. First-grade through fifth-grade curriculum is based on Learning.com which covers a wide range of concepts; keyboarding, word processing, web searches, Power Points, and spreadsheets are emphasized. This curriculum provides benchmark testing to monitor student's progress and is independently paced. In addition students learn how to use Google Docs, Internet Safety, and Learning to Code. All three of these programs are excellent for problem solving and upper level thinking. Our computer classes also coordinate classroom curriculum into technology lessons.

Students attend music class once a week and is enjoyed by all. Through these classes all students kindergarten through fifth-grade participates in a Veteran's Day Patriotic program, a Christmas program, caroling during the Christmas holidays to various nursing homes and conclude the year with a spring program. Through the study of music, many times students learn the history of songs and composers of specific pieces.

Leadership Lab is attended by students kindergarten through fifth-grade once a week. This program is taught by our school counselor and focuses on leadership skills and character. The curriculum is built using the Leader and Me program which teaches the seven habits of being a successful and happy student now, but also carries throughout life. Using stories, role play, discussions, hands-on activities, and videos students

learn how to adequately handle real life situations. Another program that is implemented through Leadership Lab is Serenity House which focuses on alcohol, tobacco, and other drug preventions. This program helps students set goals, make good life decisions, deals with peer prevention, making good and bad choices, and builds self-confidence. This class allows the counselor and students to build a positive trust relationship that can carry over when difficult situations arise within individual students.

Our Life Skills curriculum teaches students with severe disabilities to become more independent in their home, school, and community. Each child is expected to reach realistic goals to their greatest potential. The curriculum includes a wide-range of projects from basic survival/safety to age-appropriate behaviors. This classroom incorporates the Functional Academic Curriculum for Exceptional Students (FACES) and the Comprehensive Learner Adapted Scope and Sequence (CLASS) into each Individual Education Plan. Helping each child feel good about himself and making school a happy and productive time is a priority.

3. Instructional Methods, Interventions, and Assessments:

A Preschool Program for Children with Disabilities (PPCD) beginning at age three years is provided at Lawn Elementary for students in the Jim Ned district. Our PPCD and pre-kindergarten students are served in an inclusion program which uses SRA/McGraw Hill DLM Early Childhood Express as the daily curriculum. Lessons each week are integrated around themes that reflect the world, making connections and expanding upon the knowledge and skills already achieved. These students also participate in physical education, music, computers, library, and character education classes along with the rest of our campus. The Life Skills curriculum teaches students with special needs to become more independent in their home, school, and community by expecting each child to reach realistic goals to their greatest potential. These students also receive a modified version of their grade level academic TEKS. FACES and CLASS are incorporated to provide the curriculum used for each Individual Education Plan. Teachers and staff work on helping each child feel good about himself and making school a happy and productive time. Least restrictive environment is emphasized in the Special Education program. Every effort is made to keep students in the regular education classroom using modifications and the aid of trained paraprofessionals. Lawn Elementary is using the Response to Intervention Model (RTI) to address student's needs. With RTI, students receive high quality instruction which is research-based in the general education setting. General education teachers assume an active role in student assessments in that curriculum, and a school wide screening of academics and behavior is used. The RTI model uses progress monitoring data to determine interventions, the effectiveness of the interventions, and to make any modifications as needed to help with student success. The Special Education classes in the resource room use both CLASS and TEKS to build on each student's individualized education plan. Special Education teachers work closely with classroom teachers to help with curriculum strategies. The Texas Primary Reading Inventory (TPRI) is administered to kindergarten through second grade. Students receive specific instruction which addresses each area of concern. Our first grade through fifth grade prepare for STAAR with benchmark tests throughout the year. The state STAAR preparation booklets, educational computer technology, Silver Burdett Ginn Strategies for Success, and the Blast Off reading and math series are used to prepare students for testing in addition to the daily TEKS curriculum. Both in-school and after-school tutoring are provided with the entire Lawn staff helping with instruction, intervention strategies, assessment, and confidence building.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The culture of Lawn Elementary can be summarized in the single word “Expectations”. When a child arrives at Lawn Elementary the expectation for that student is that he or she will become a success academically and socially. Our students come from diverse situations and have varying backgrounds, from severe poverty to very affluent. In our school there is no difference in the expectation of success for either of those children. The academic success of this school is born from these ideals. Children who consistently are held to high expectations and standards by everyone in the building rise to those expectations.

We have designed a rigorous school-wide approached reading program in kindergarten and every student takes part and no one is ever left behind. Students and staff at Lawn Elementary are held to the highest standard of expectations. Every single day our students recite the school’s three R’s. 1. Respect for self. 2. Respect for others, and 3. taking Responsibility for our own actions. At Lawn Elementary, character development is constantly ongoing, it is our belief that a child who becomes a student of character in our building will go forth with the tools required to become an adult of character. We define character as: What you do and how you act when no one is watching. The academic success of this school is born from these ideals.

Our vision is based on the belief that all children can learn and should work toward being responsible citizens. Teachers on the Lawn elementary campus are not satisfied with a child working below ability. The Lawn campus provides a stable, family environment for each child to reach realistic goals and achieve the greatest potential. Each teacher and staff member goes above and beyond to take kids from where they are and move them forward. All staff members are trained annually on valuing parent’s involvement in their education. Every staff member feels great pride in the success of Lawn Elementary. Every teacher and staff member is frequently reminded that every successful test score and social transformation of a student is an achievement for all who have touched that’s child’s life from the custodian to the principal.

2. Engaging Families and Community:

To engage families in the education process at Lawn Elementary, teachers meet with parents during the first six weeks in order to develop a locally created parent –teacher compact and to explain how it relates to their child’s academic achievement. Teachers and all campus personnel receive yearly training in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners.

Parents work collaboratively with school staff in an organized, ongoing, and timely manner, in the planning, review, and improvement of our Title I school wide program. Equal opportunities are provided to parents with limited English proficiency, disabilities, and who are migratory. Annually, the school convenes a meeting to which all parents are invited to inform the parents of the school’s participation in the Title I program and of the right of the parents to be involved. All parents are provided timely information about available programs through emails, class notes, flyers, campus webpage, campus Facebook page, and a communication app. Information is provided in a language and format that parents can understand.

All parents will receive materials and training to help them work with their children to improve student achievement. All parents are provided with the school performance profiles and assistance with interpreting their child’s assessment results. They also are provided a description and explanation of the curriculum in use at the school, the forms of assessment used to measure student progress, and the proficient levels students are expected to meet.

All parents are provided with opportunities for regular meetings to formulate suggestions, express dissatisfaction, share experiences with other parents, and to participate in decisions relating to the education of their children. These meetings will convene at convenient times for parents.

Parents work with the campus staff in order to review the school's parent involvement policy. The review focuses on whether the parental involvement policy increases the academic quality of the school.

Lawn Elementary provides multiple programs and open houses throughout the year. There is a meet the teacher night prior to school starting where parents and students bring their supplies and meet their new teacher and ask any questions they may have. In November the students put on a celebration for the veterans of our community. This is a program that is annually standing room only and one of our students are famous for in the area. In December our students go out into the community and sing carols at retirement centers and local businesses. In January our physical education program puts on a program for the community. In conjunction with this program we have an open house. In April our students have a Spring Music program that is once again standing room only. During the last week of the school year we have an end of the year program where we celebrate all of the successes of our school year.

3. Professional Development:

The Region 14 Education Service Center offers meaningful workshops for professional development in the preparation of the STAAR and TEKS objectives. The service center also helps the Lawn staff stay focused on student achievement goals. Many times teachers are supplied with excellent materials and supplies to use in the classroom. Each teacher, administrator and paraprofessional is encouraged to participate in staff development to improve techniques and to provide students with fresh approaches to the core curriculum. In fact, by taking 45 hours of extra staff development (in a three year period) beyond the amount required by the school calendar, Jim Ned staff qualify for an extra yearly stipend. Every teacher at Lawn Elementary is gifted and talented certified and undergoes yearly GT updates. Workshops also allow teachers to collaborate with other teachers in their areas of expertise. In this way, teachers share knowledge with other campuses throughout the region. Because Lawn teachers are interested in being the best teachers they can be, many also take workshops online and subscribe to professional periodicals. Teachers have attended Reading Academies, Math Academies, and Writing Academies. All paraprofessionals are trained at the local education service center to instruct children in the classroom. This training then continues on a daily basis while working with classroom teachers and specialists. Lawn also has planned staff development on campus during the summer and the school year to increase technology skills or to expand knowledge in areas of academics, management, or student achievement. A teacher who gives up learning should also give up teaching. Quality schools are the result of quality teachers going above and beyond to help students to succeed in school.

4. School Leadership:

At Lawn Elementary school leadership is not a dictatorship where one leader establishes inflexible power. While strong and consistent leadership is required and delivered at Lawn Elementary, and the Jim Ned school district as a whole, there is an unbelievable amount of collaboration that leads to the success of this school. Vision is an important aspect of what leads our school to achievements that surpass most schools. The school trustees, with help from school district stakeholders, provide a vision statement for each student. The vision statement for Jim Ned Consolidated School District is: Jim Ned is a 21st century learning environment that prepares all students for the choices they must make in the rapidly changing world they will inherit. We respect others. We foster curiosity. We equip to achieve. We expect excellence. This vision from the board of trustees provides an expectation for the superintendent, the principals, the teachers, and all staff members.

The teachers and staff at Lawn Elementary are held to a high standard academically and socially. That high standard is passed on to our students and their families. When parents enroll their children in our school they understand that the expectation for all of our students is high. This is accomplished at Lawn Elementary by using effective communication between all stakeholders, resolving conflicts quickly, using effective motivating strategies, and promoting a safe and positive culture. While all of these skills are the principal's leadership philosophy they are carried out by every teacher and staff member including the maintenance and cafeteria staff. We are a pre kindergarten through 5th grade campus. The principal continually impresses upon the pre-k, 1st, and 2nd staff members that while their students do not take a standardized test for accountability purposes they must take ownership in how their students perform in the

future.

High quality decision making comes not only from the principal at Lawn Elementary but it comes from a continuous collaboration of school and community stakeholders. These leadership decisions have one purpose, to improve student learning and understanding. We have always believed a strong and vibrant reading program is the key to our success. To that end our teachers are always searching for new innovative ways to help improve our already stellar reading program. All interventions must be based on sound research. In 2014 One Hundred percent of the Lawn Elementary students taking the state of Texas STAAR exam passed the reading portion of the test. This type of continued success comes not from an “iron handed” leadership, but from a leadership style that fosters collaboration and communication among all Lawn Elementary stakeholders.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Academics and assessments have been discussed earlier pertaining to academic success, however a key component that makes Lawn Elementary successful is the various involvement programs and our school mission that we have implemented into our school culture. We have the privilege of volunteers that come in once a week to read with our students. This is a time where students are pulled individually to read out loud working on a specific skill based on student needs. Our volunteers work mainly with Kindergarten through second-grade to enhance the foundational reading skills. Another asset to Lawn Elementary is our high school Peer Assistance and Leadership (PALS) program. A group of high school students have been trained to work with elementary students in academics, social skills, and self-esteem awareness. PALS are assigned to specific students in the upper grades, where the lower grades have a class PAL. This is a program that all kids look forward to each week and enjoy the interaction with older students.

Lawn Elementary has high expectations for all students and believes that each student should be pushed to their potential. We have solid teachers that are willing to go above and beyond to help make each student successful. Teachers plan together, collaborate with different grade levels, are willing to take advice from each other and work very hard as a campus. Our RtI team meets regularly once every six weeks to discuss students that are struggling. Each member works to come up with new solutions and alternative strategies to help individual needs. Administrators, teachers, and parents work to identify areas of weakness and discuss as a team how to solve the problem or help a particular situation. Not only do we have faculty and staff that are willing to work hard, we have parents that expect the best for their children and overall are willing to work and be involved with their child's academic success. Communication is a vital part of making our students successful, whether it's between schools in our district, faculty and staff, parents, or community. Overall, our school has a heightened focus on literacy across grade levels and focuses on team building that is supported horizontally and vertically. As testing moves towards difficult reading skills in all subjects, students must have deep reading strategies and skills if they are to be successful across the disciplines, and this is well evident at Lawn Elementary! Lawn Elementary students perform at 96% passing rate averaged over the last ten years.