



## **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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

### DISTRICT

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

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

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	15	27	42
<b>K</b>	27	23	50
<b>1</b>	30	19	49
<b>2</b>	46	23	69
<b>3</b>	41	37	78
<b>4</b>	41	35	76
<b>5</b>	37	35	72
<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>	237	199	436

4. Racial/ethnic composition of the school:      0 % American Indian or Alaska Native  
    0 % Asian  
    0 % Black or African American  
    99 % Hispanic or Latino  
    0 % Native Hawaiian or Other Pacific Islander  
    1 % White  
    0 % 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 2016 – 2017 school year: 41%

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

Magee Elementary mobility rate is 40.82%. Due to the extremely low social economic population that we serve, the mobility rate of our students and their families is high. They frequently move in and out of school as need for financial reasons. In addition their Hispanic culture tends to relocate with other family members. Many have roots in Mexico and move back and forth to be close to the family unit.

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, 2016 until the end of the 2016-2017 school year	98
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	80
(3) Total of all transferred students [sum of rows (1) and (2)]	178
(4) Total number of students in the school as of October 1, 2016	436
(5) Total transferred students in row (3) divided by total students in row (4)	0.41
(6) Amount in row (5) multiplied by 100	41

6. English Language Learners (ELL) in the school:      63 %  
    276 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:      92 %  
    Total number students who qualify:      402

8. Students receiving special education services: 4 %  
17 Total number of students served

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

- |                                  |  |
|----------------------------------|--|
| <u>2</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>6</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>4</u> Speech or Language Impairment         |
| <u>1</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
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	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	98%	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 2017.

<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

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.

Nurture the intellectual and emotional growth of students and inspire them to become self-motivated life long learners through a commitment of excellence.

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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Anne L. Magee Elementary is located in the northwest area of Edinburg, Texas, just 15 miles from the Mexican border. Magee is surrounded by farm fields and its local community is composed primarily of “colonias”, substandard housing, and living conditions. This entails lack of basic needs such as food, potable water, electricity, paved roads, and proper drainage. Many are migrant farm workers, and find work in crop fields surrounding the school. With the primary focus on basic sustenance, education sometimes takes a back seat for some families. Magee serves these low socioeconomic communities and despite these adversities, students have excelled with support from Magee staff, administration, and community that want a better education for the next generation. Magee is a Title I school serving 436 students of which 63% (276) are (Limited English Proficient (LEP), and .04% (10) are Gifted and Talented. More than 90% of the school is at risk of not graduating. Magee continues to transcend expectations and has reached all distinctions by Texas Education Agency (TEA) for more than five consecutive years.

Magee has a history as rich as its successes. Edinburg Consolidated Independent School District (ECISD) named the school after one of their most influential educators, Mrs. Anne Magee. Throughout her 40 years devoted to ECISD, she received many recognitions, including a nomination for National Teacher of the Year Award.

Magee’s philosophy is that its staff is passionate about its commitment to educational success. All members of the learning community are dedicated to the enrichment of Magee students becoming lifelong learners and future leaders. Magee’s philosophy is evident every day as seen in the teachers’ smiles as they welcome students to school and show enthusiasm while giving encouragement. Each student feels a sense of belonging and is motivated to achieve their highest capacity.

Magee challenges students to develop their full potential by establishing traditions and encouraging them in becoming active participants within their community. Patriotism at Magee is as strong as the men and women defending the country. Magee’s Veterans Day celebration was featured in a national veteran magazine. This national observation is an emotional day for the Magee community as students sing patriotic songs, recite poems, and hear speeches from military veterans. The principal and students at Magee created a veterans’ memorial with benches and monument stones honoring each military branch. The annual addition to the veterans’ memorial is a humbling experience that unifies the students with their community.

Magee ensures that each student’s emotional, physical, cultural, academic, and social needs are met by implementing an array of key strategies for learning through participation in varied organizations and community events. Strategies that are key factors in student success are differentiation, vertical planning, morning and after school tutorials, and constant parent communication. Academically, students compete in University Interscholastic League (UIL) academics including spelling, mathematics, technology club, and many more. Physical health is promoted through the All American 10K Run/Walk, which is family oriented and encourages a healthy lifestyle. Magee’s counselor holds anti-bullying and good citizenship lessons to build character and help students with emotional developments. Magee is diverse and celebrates many cultures including Hispanic heritage during “Cinco de Mayo” where students are encouraged to dress in traditional Mexican attire as they learn about Mexican culture. Socially, students partake in the Fall Festival consisting of games, food, and music. Magee’s Fall Festival unites students with the community and friends while enjoying a fun, festive night. Students learn the necessary skills such as good attitudes and habits of learning that transfer into their academic success.

Magee’s mission is to nurture the intellectual and emotional growth of students and inspire them to become self-motivated lifelong learners through a commitment of excellence. This commitment brought much recognition from multiple educational entities in its short 15-year existence. Awards include the Texas Education Agency (TEA) Title I Distinguished Schools, High Performance School, Texas Honor Roll School, and Exemplary and Recognized status based on State Texas Assessment of Academic Readiness (STAAR) results. In addition, Magee Elementary has earned distinction designations in the areas of Academic Achievement in Reading/English Language Arts, Mathematics, and Science, earning Top 25% Student Progress, Top 25% Closing Performance Gaps, and Postsecondary Readiness.

Each student's academic journey may differ, but the final destination is learning and success. The success for Magee is a joint effort from staff, parents, and the community. The staff at Magee strives for educational success by not allowing any child to fall through the gaps and always inspiring students to reach their full potential. Wanting the best for their children, parents sacrifice time to review homework, work on projects, read with their child and transport them to events. The community is a huge support with charitable donations and annual events. The collaboration from staff, parents, and the community plays a role in the success of the campus. With much support and dedication, every student's future has limitless possibilities.

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

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

Magee educators strive for excellence every day and have a vision of all students becoming lifelong learners. Students develop critical thinking skills through a variety of instructional and rigorous practices. Teachers work within grade levels to determine the delivery and instruction of the curriculum and assessment of the learning. Teachers make instructional decisions for students through data collected and teacher observations. Students who perform below grade level receive a thirty-minute daily intervention along with prescribed after school tutorials. Various computer programs used in intervention enhance the areas still developing for individual students. Teachers use differentiated instruction to meet the needs of all student populations, not just the needs of low performing students.

Throughout all academic areas, students are responsible for interactive journaling and for creating anchor charts targeting specific skills. This allows teachers and students to monitor and ensure academic success. Students at Magee take ownership of learning and play an active role in their education. A tool used for this is data tracking sheets where students monitor their academic strengths and weaknesses.

The English/Spanish Language Arts/Reading (ELAR) curriculum at Magee begins with a strong foundation in the lower grades. Magee teachers use a literacy-based approach in building that strong foundation. The importance of a literacy rich environment is why Magee chose this literacy based ELAR curricular approach. Teachers support students' literacy development through a phonics-rich curriculum that enhances student learning. Teachers follow the ECISD core curriculum and timeline aligned with the Texas Essential Knowledge and Skills (TEKS) and use of the 5E Model (Engage, Explore, Explain, Elaborate, and Evaluate). Teachers use the TEKS and the 5E Model to engage students in their learning, motivating them to inquire about the lesson, and to guide them towards skill development and making connections to their real world. Magee students receive a daily thirty-minute reading period with time to test on each book read using a computer-based program. This computer program increases comprehension, fluency, and the reading level of every child. Magee's goal is to instill a love for reading in all students.

The Magee math curriculum utilizes district-adopted materials which helps develop problem solvers that can apply mathematics to everyday situations. This is why this particular Math curricular approach was chosen. It allows students to analyze and evaluate math problems on a daily basis. These skills, which follow the state standards and district curriculum, incorporate the use of manipulatives, academic vocabulary and by incorporating interactive journaling. The teachers start building a solid academic foundation as early as Pre-Kindergarten and Kindergarten. This foundation starts with learner-centered activities based on the need of each individual student. Small group instruction plays an important role in the teaching of all students. Small groups help students move from concrete to abstract understanding of the material. The staff uses differentiated instruction to enhance student learning. Assessment data is beneficial in informing instructional decisions on areas of concern and areas of strengths.

Students receive science instruction through lab activities and technology programs that provide students the opportunity to develop their scientific thought process as outlined in the core curriculum. Science instruction is aligned with the TEKS. Teachers coordinate hands on activities and experiments allowing for a richer understanding of the science TEKS. Magee students participate in planned grade-level field trips to the local birding center, and local wetlands focusing on pollution and life science. A supplemental science resource used by students to enrich their learning is an interactive journal. By using interactive journals, students model one of the most vital functions of a scientist in all disciplines by recording information, comparing facts, and by keeping organized data. This is why the science curricular approach of being an interactive, hands-on learner was chosen.

The Social Studies curriculum used by teachers aligns and addresses the Texas Essential Knowledge and Skills (TEKS) through instruction and project-based learning, which is the reason why this curricular approach was chosen. The curriculum engages every student through the incorporation of stories of intriguing people, of exciting places, and of fascinating events that make social studies relevant to their

lives. Students have resources such as visual aids, flipbooks, timelines, maps, and even chants/songs to engage them in the learning. Social studies instruction is brought to life through student re-creation of historical events and the creation of projects. This encourages civic learning and helps advance academic achievement.

The Magee Pre-Kindergarten program is a federally funded half-day program for qualifying economically disadvantaged students. Pre-Kindergarten students receive instruction in early literacy and in foundational core content skills. The Pre-Kindergarten program guidelines and core curriculum is set by ECISD. These guidelines are vertically aligned with the K-5 curriculum and the TEKS. Student achievement in Pre-Kindergarten is monitored using Phonological Awareness Language and Literacy System (C-PALLS), administered at the beginning, middle and end of the year school. The impact of Magee's early education preparation ensures children are ready for school and success in the primary grades.

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

As a supplement to the core curriculum, Magee Elementary provides performing arts, physical education (PE), technology, and library services to support students' acquisition of the Texas Essential Knowledge and Skills. The campus educators consistently exceed expectations in educational performance and do so with the strength in staff and the drive from Magee students.

Magee Elementary follows the ECISD's technology curriculum and the state standards in grades pre-kindergarten through fifth. Each classroom is equipped with a minimum of four computers per classroom for student use. Students utilize digital books, iPads, and kindle eBook Readers that spark their love for reading. These resources allow students to obtain the knowledge and skills necessary to develop their digital citizenship skills. Students in grades K-5 attend computer-based learning labs 30 minutes every day. Technology TEKS are aligned and integrated into content subjects to support reading, math, and science skills. Magee teachers incorporate technology to execute classroom lessons to engage, explore, extend, and enhance learning. Teachers and students are encouraged to use technology responsibly by providing knowledge and skills necessary to promote internet safety.

At Magee Elementary, music class serves kindergarten through fifth grade students where they learn the foundation of music education and theater performance. The music TEKS are aligned to the scope and sequence for the core curriculum, which build and strengthen academic skills. The fine arts curriculum adheres to the TEKS and meets the music National Standards, which promotes the artistic potential of students who may have a yearning for this type of outlet. At least once a week, students attend music class to enrich their comprehension of cultures and assist in their acceptance of the world around them. To encourage this artistic growth, students perform in P.T.O. programs as well as community events such as the Night of Lights Christmas Parade. Magee Elementary also has a choir comprised of fourth and fifth grade students who rehearse weekly and take part in the Nutcracker Suite Christmas Program and Veterans' Day programs hosted for their families. Magee's fine arts participation in district-wide activities include contribution of fifth grade students who take part in the District Choir/Orff concert held for the public. Competitively, Magee also sends fifth graders to compete at the district level in the ECISD Music Memory Competition held at the end of the year where students explore classical music from masters such as Strauss, Tchaikovsky, Mozart, and several others. Music class has proven in recent years to be a contributing factor towards growth, both academically and socially.

Kindergarten through fifth grade students participate in a 45-minute, physical education program at Magee four times a week. Physical Education TEKS are aligned with the scope and sequence for the content areas. For instance, the gymnasium walls serve as a teaching tool that display multiple posters and visuals aimed to enhance their learning while also providing useful information pertinent to overall health, general knowledge of physical activity, and basic anatomy. Life skills and morals are also encouraged and depicted through posters, which aim to deter bullying, and instead promote honesty and sportsmanship. Participation in CATCH (Coordinated Approach to Child Health) which is comprised of a curriculum that promotes comprehension of food labels and identifying different categories of foods that constitute a healthy child's diet. In conjunction with CATCH, the "Fuel up to Play 60" program is designed to promote outdoor activity

for at least an hour a day during daily P.E. classes. Extracurricular involvement in healthy lifestyle education includes participation in the Jump Rope for Heart fundraiser by the American Heart Association where children learn the value of charity and donation. Magee also has several students who sign up for the annual City of Edinburg 10K, an extracurricular activity, which supports sponsorships from staff to students who otherwise would not have the economic means of enrolling on their own. Finally, parents are encouraged every year to attend “bring your Parent to P.E. Day,” aimed at allowing the parents to become directly involved with their child’s health education and physical activity. Through all of the aforementioned, Magee aims to promote the character growth of children which also instills a personal work ethic in the classroom.

Magee teachers strive to create successful individuals who can adapt socially, emotionally, and intellectually into society.

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

At Magee Elementary, the staff is dedicated to the achievement of student success of all Mighty Cats. Magee staff collaborate and create a learning environment rich of differentiated instruction to provide the best approach for all students and all populations.

At the beginning of the school year, Magee Elementary pre-kindergarten to 3rd grade students are administered a state approved universal screener to identify academic performance. Data from the universal screener as well as formal and informal teacher-created, campus-based and district assessments assist in making informed instructional decisions. Teachers conduct thorough item analysis and use the data to prescribe various instructional methods and interventions for diverse and individual needs of students. Student performance is analyzed using historical testing data for prescriptive teaching.

In the upper grade levels, academic performance is determined by using the previous years’ scores of the State of Texas Assessment of Academic Readiness (STAAR) in math and reading. Throughout the school year, Magee teachers formally and informally assess students with campus benchmarks, district benchmarks, and state release tests. The data provides Magee teachers with the necessary tools to guide intentional instruction and intervention plans for students. Magee teachers maintain a data binder that assists with monitoring all student achievement. Magee teachers and the administrative team meet after each benchmark and use these methods to analyze and identify students’ progress in each content area. Action plans created for each performance level of students include students not meeting satisfactory performance, students in the approaches grade level, students in the meets grade level, and students in the mastery grade level. Magee teachers work as a team and compare their analysis of data with colleagues. Magee teachers collaborate as a team to identify the various instructional strategies to incorporate explicit instruction guiding students to make progress at the mastery level. Magee teachers then incorporate an action plan that is prescriptive for each performance category, and improve the skills of students performing below and above grade level.

The Magee administrative team helps facilitate the process of learning in the classrooms by providing support staff to assist during the classroom intervention hour. After reviewing previous year’s data in writing, the Magee fourth grade team incorporates a “Writing Wednesday Plan.” The entire grade level strategically regroups after the item analysis, so that instruction is intentional for that group of students. Delivery of instruction is deliberate and addresses all students in all sub populations. Other instructional interventions that the Magee staff incorporate are morning and after school tutorials. Along with the constant monitoring of student progress by Magee teachers, students maintain a binder to help them monitor their own progress through each assessment. Magee teachers also conduct parent meetings to inform parents of student growth and ensure student success. The expectation of Magee teachers, the Magee parents, and students is that they work as a team to ensure student achievement and become lifelong learners.

Magee teachers understand that each student learns differently. The identification of individual learning styles is an initial student survey incorporated at the beginning of the year. This method helps facilitate learning and differentiated instruction for auditory, visual, or kinesthetic tactile learners. Magee’s Bilingual population of English Language learners is over 63%. A pretest given to each student grades pre-kindergarten through 5th at the beginning of the year. This pretest informs teachers of the academic levels for reading, writing, mathematics, and science. It also measures students’ vocabulary and comprehension.

Teachers use this pretest to prescribe diverse individual instruction. These pretests and differentiation of instruction ensures high levels of student achievement. This instructional approach is prescriptive on individual student's needs, and allows the teacher to target each student's level of comprehension and learning.

Instruction in Magee classrooms consists of the district curriculum, academic vocabulary, cooperative learning, the 5E Model, researched based practices, hands on activities, and tiered instruction. Classrooms at Magee Elementary are equipped with document cameras, electronic tablets, and interactive whiteboards. In all, curricular resources and technology in the Magee classrooms reinforce concepts and ensure high levels of student learning and achievement.

An achievement gap is evident with the Special education subgroup in the areas Reading, Math, and Writing. Based on an item analysis, the teacher creates a prescriptive intervention plan that outlines what each child needs and is implemented during our 45-minute daily intervention block and after school tutoring. Working in a small group setting, students are able to master concepts at a pace that ensures student achievement.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

At Magee, staff and students are family. The environment is one of positivity and commitment to the school and each individual. Magee engages its students in a variety of ways. Students have the opportunity to be a part of clubs such as Cheerleading, Choir, Pop Quiz, Technology Club and UIL. Students are empowered to grow socially and academically through clubs and activities. They are taught valuable traits such as responsibility and leadership. Magee students are motivated academically by participating in a campus computerized reading program. Students are celebrated every six weeks for meeting their individual goals. At the end of the year, students who meet the goal of reading one million words or more attend a special field trip and receive a trophy. Recognition of these accomplishments become part of the daily announcements and recognized in the parent newsletter. Magee has developed a positive environment that leads to its success through these student activities and programs.

Students set high expectations for themselves academically and socially. This is evidenced when walking down the hallways and visitors are greeted by students. This is due to the daily implementation of the Magee STARS program that targets the social and emotional growth of students. The STARS program consists of classrooms earning a STAR when students are seen exhibiting good manners and following rules. Magee staff and administrators prepare students not only to be lifelong learners, but also to be productive, respectful members of society. Magee staff and students love the STARS program because it promotes a positive, successful environment for all.

Attendance is key to student learning at Magee. The students are encouraged to be at school every day. An attendance train in the main foyer of the campus displays the attendance percentages by individual classrooms. Students with perfect attendance by six weeks earn special recognition at the end of the year. Magee students love this because it promotes a positive environment for them.

Teachers at Magee are valued and supported on a daily basis. They feel comfortable expressing their concerns and know that the administrative team has an open door policy. Meetings are held on a regular basis to address any teacher concerns or to share ideas. Teachers are highlighted during meetings for their accomplishments in the classroom and are celebrated year round with luncheons, gifts of gratitude, and praise. This culture supports the needs and develop of teachers. Magee would not be what is today if it were not for the dedication and hard work of its teachers.

### 2. Engaging Families and Community:

Magee Elementary takes pride in engaging families and the community in the school's activities. The school targets ways in which they can collaborate with families and community to mold successful college ready students. With consistent communication and family oriented events, Magee's strive for excellence creates a tight-knit family unit with parents, students, and staff support. Student success is evident the more the families are involved. Consequently, it leads to school improvement.

Parents help throughout the year. Their involvement is visible inside and outside of the school walls. Despite busy lives, Magee parents never fail to provide help when needed. Magee always counts on parents' aid for the city's "Night of Lights" parade, one large event that brings all schools and community together. Parents are also encouraged to attend school events during the school day. The Veterans Day Program, Christmas Program, "Bring Your Parents to P.E." day, and Valentine's Day Program welcome parents. These events display the many talents of Magee students. It is because of student commitment that parents are encouraged to be involved and contribute to the school's success and improvement.

A major event community and staff looks forward to attending is the Magee's Annual Fall Festival. This festival is a time and place where families come together and enjoy celebrating their school. Throughout the school year, families are engaged in other school wide projects. These projects include Favorite Book Character Decoration Contest, Read to Succeed project, and the District Science Fair to name a few. Local

community leaders have participated in all of these. Events such as these are essential in cultivating growth and connections between families, their children and the community. Furthermore, these connections enable students to become independent learners.

An important event during the school year is “Meet the Teacher Night.” During this time, teachers and parents take the opportunity to build a relationship that benefits the students. Teachers at Magee provide parents with updates on their child’s performance and work together to create ways that will help the student improve. By doing this, staff and parents are able to form a strong bond, which assists to better serve student needs throughout the school year. Magee believes in constant feedback between home and school to help strengthen student academic success. The school maintains continuous communication with parents enabling accountability for their child’s progress. The campus website informs the public of all its academic achievements and challenges. Magee Elementary sends a monthly newsletter home with students. The newsletter informs parents and the community of campus life. This monthly newsletter is accessible on the campus website where academic achievements are also highlighted.

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

Magee teachers understand the importance of professional development and its relation to high student achievement. Teachers analyze and implement all the TEKS. Magee administrators, along with teachers, disaggregate end of the year data from pre-kindergarten to 5th grade. Based on the data, teachers and administration set goals for the following year and select staff development opportunities that will enable them to help prepare students in becoming successful lifelong learners.

The connection between professional development activities and the TEKS begins with the Magee administration. The administrative team attends a weeklong leadership academy provided by the school district. The administrative team receives updates and revisions to the TEKS by the curriculum and instruction department. In addition to core curriculum updates, the team receives training on effective strategies that facilitates in closing the gap for struggling students. The administrative team provides the professional development to teachers who connect and align the new approaches learned to academic standards and implement them in support of student achievement.

Magee teachers attend staff development in the summer and throughout the year. Teachers attend professional development sessions for reading, writing, science, social studies, literacy centers, classroom management, sheltered instruction, and differentiated instruction. One challenge at Magee is the lack of students’ vocabulary comprehension. Through staff meetings, campus administrators along with teachers provide trainings on how to improve vocabulary development. Teachers use various techniques and strategies to ensure student achievement in vocabulary. As a result, effective implementation of vocabulary development increased student performance in all subject areas as indicated on data from STAAR assessments.

At the beginning of the school year, teachers participate in the district-mandated training that outlines the scope and sequence for the year. Teachers participate in sessions of researched based best practices, instructional strategies, and effective questioning techniques.

Many of the teachers and support staff participate in the district technology INNOVATE conference. Teachers keep abreast of the latest technology to incorporate in the classroom and to create an engaging atmosphere for students.

Master teachers are accountable for providing staff development at faculty meetings as well as district-wide trainings in their areas of expertise. Magee has teachers who go above and beyond in researching the latest techniques and teaching approaches to ensure student success. This is something the campus principal has always encouraged. Magee staff is always researching for various ways to differentiate instruction. Participation in these professional development activities impact staff capacity, student achievement, and school improvement by addressing the different learning styles for all populations.

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

John F. Kennedy stated, “Let us think of education as a means of developing our greatest abilities.” The leadership team at Magee models this philosophy. Magee’s administrators believe in the premise that as educators they must instill the power of believing in oneself to get students ready for the next level of education and for life itself. While student demographics are challenging, the administration achieves all expected goals that are set from the onset of the school year. They work as a team and believe in each other and most importantly, in the students. Through a combined effort, Magee not only met all the State of Texas Standards, but also continued to achieve a distinction in every category possible. The leadership team is comprised of the Principal, the Curriculum Assistant, the Counselor, and the Librarian. The combined effort of administrators, teachers, staff, parents, and students focuses on the vision of exemplifying student achievement.

The principal has a warm and inviting open door policy for all stakeholders. It is her motto to ensure that everyone has a sense of family and unity. “We are in this together,” she always says. The principal is visible and participates in visiting classrooms and meetings with teachers and parents. She ensures that policies, programs, relationships, and resources focus on student achievement. For example, she is actively involved in team planning with grade levels, staff, and the community. She ensures that the staff works hard to build positive relationships with students and their parents. The counselor ensures all students are developing intellectually, socially, and emotionally. The curriculum assistant ensures students and teachers have all the resources necessary to complete their tasks. The librarian promotes the students’ accelerated reading program and offers many technology-learning opportunities. One can feel the energy of the Mighty Cats as they enter their halls.

The leadership team at Magee works together to carry out the school’s mission and vision. The mission of Magee is to nurture the intellectual and emotional growth of students and inspire them to become self-motivated lifelong learners through a commitment of excellence. The vision states, “Our Magee staff is passionate about their commitment to educational success. All members of the learning community are dedicated to our students as they become lifelong learners and future leaders.” The principal developed an environment focused on teacher and student success. She believes that each student’s academic journey may differ, but their final destination is the same. That destination is the love of learning and success for all.

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

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Anne Magee Elementary is the model of all schools in strategies for academic success with its high marks in every accountability area. It is also consistent in its success year after year, regardless of the students changing through the years. One may ask, what is the ONE most important strategy that makes this school so exceptional? There are multiple strategies, however, the one that contributes to Magee's high marks is, "Teamwork!"

Magee Elementary has a high TEAM spirit from the Principal to every single staff member. There is much positive camaraderie among all stakeholders, including parents. The staff has effective teamwork that is evident in its peer mentoring-peer observations, vertical alignment meetings, grade level meetings, staff meetings, and teacher-led trainings. No member of the team is alone when struggling with his or her students' success. Teachers in the grade level regroup students to ensure master teachers have a chance to teach them through a different lens. Differentiation of instruction is evident with a combined team effort for success. There is no intimidation at Magee Elementary when a staff member needs assistance. This team concept carries from grade level to grade level. Teachers team up each semester through vertical alignment. For example, third grade teachers meet with fourth grade teachers for easy student transition and ensure there are no gaps in instruction. Third grade teachers meet with second grade teachers to discuss students coming into third grade as well. Through these vertical team meetings, receiving teachers know each student's background, emotional concerns, limitations, and successes.

Parents are also a welcome part of this team effort. There are parent logs kept to ensure teachers always keep parents in the loop and are assisting with what they can at home. Parents feel a part of the team effort for their child's success.

Students are also a part of the team concept at Magee Elementary. The Mighty Cats (students) are proud students who feel like Magee Elementary is their second home. They are included in many decision-making opportunities. Students are included when the principal is deciding ways to reward them. They are included in their progress tracking sheets where students get to chart and track their exams and attendance. They love the opportunity to be a part of the whole team effort.

Teamwork echoes the Principal's motto of "We are in this together." This transitions to Anne Magee Elementary's high academic success!