

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 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

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
PreK	21	12	33
K	20	23	43
1	31	20	51
2	33	26	59
3	34	32	66
4	31	22	53
5	32	33	65
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	202	168	370

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: 36%

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

Hargill Elementary has a 95.9% economically disadvantaged population therefore, parents are always on the move seeking more affordable housing. Being that the Hispanic culture has deep rooted family values, families tend to relocate to help the family solve any pressing matter they are experiencing. The migrant population also attributes to this high mobility rate.

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, 2016 until the end of the 2016-2017 school year	56
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	79
(3) Total of all transferred students [sum of rows (1) and (2)]	135
(4) Total number of students in the school as of October 1, 2016	370
(5) Total transferred students in row (3) divided by total students in row (4)	0.36
(6) Amount in row (5) multiplied by 100	36

6. English Language Learners (ELL) in the school: 54 %
200 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: 96 %
Total number students who qualify: 355

8. Students receiving special education services: 5 %
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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>3</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 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:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 18:1

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

Required Information	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.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

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

Provide a quality education to all students so that they become productive citizens of tomorrow.

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

Hargill, Texas is a small, one square mile, rural community in Hidalgo County 52 miles from the U.S. - Mexican border. Hargill's history dates back to the early 1900's when William A. Harding and Samuel Lamar Gill, formed a partnership known as the Harding-Gill Company for the purpose of land development. The name Hargill is the result of the consolidation of the last names of the two founders. In its inception, Hargill was a booming farming community with predominantly 450 Anglo-American residents. Currently, Hargill has approximately 877 residents, most of whom are Hispanic and have to commute outside of Hargill for employment. Hargill School was constructed shortly after the community was established in 1920, making it one of the earliest schools in the Edinburg Consolidated Independent School District (ECISD). Hargill School originally housed students from kindergarten through eighth grade. Later, it was redesigned as a K-5 campus and renamed Hargill Elementary. Currently, 370 students attend Hargill Elementary.

Hargill Elementary earned a Low Performance rating from the Texas Education Agency (TEA) for the years 1999 and 2000, setting the milestone for academic success, which was reached in 2007 and 2008 by earning an Exemplary rating, the highest TEA rating. In 2012, however, Hargill Elementary did not meet Adequate Yearly Progress (AYP) in the areas of reading and math. A change in leadership in 2013, with a vision and mission of student achievement, improved school culture and community involvement. Hargill Elementary attained an 80% in Closing Performance Gap. Since then, Hargill Elementary maintains a rating of Met Standard with Distinctions.

Hargill Elementary has borrowed and adopted the phrase, "It Takes a Village", as the school's motto. "The Hargill Village" represents all the teachers and staff who mold and educate the Hargill Cubs on a daily basis. The Hargill administration has implemented a flexible schedule, which allows the physical education coaches and the music specialist to assist with small group instruction for 60 minutes a day. Accordingly, the school climate is that of a family-environment where teachers and staff work together diligently to ensure that students are safe, are developing academically, socially, and emotionally. Weekly grade-level curriculum planning allows teachers to monitor and plan for student instruction utilizing the Data Binder.

Included in the Data Binder is a parent contact log where teachers document attendance, academic progress, and behavior issues. Being that school attendance plays a major factor in student success, Hargill Elementary developed a campus initiative of no more than five absences per day. Weekly incentives are offered to students and teachers as motivation to keep attendance high, and as an overall focus on academic achievement.

Key strategies that contribute to the academic success of Hargill Cubs include morning and afterschool tutorials, masters level academies, small group instruction, a campus wide Academic Vocabulary initiative, and parent conferences. Hargill also has an online reading program that boosts reading comprehension, vocabulary development and fluency by targeting specific areas of development identified in student progress reports and teacher observations. Another strategy is University Interscholastic League (UIL) participation where students gain confidence in public speaking as they compete against other schools across the district. Fostering student interest is an important facet of education at Hargill. Many extracurricular programs and activities such as the Chess Club, Dance, Technology, Choir, Fit Club, Boys and Girls Club, and Student Council are made available to Hargill Cubs to encourage their interest in learning. In addition, these programs help the Hargill Cubs grow physically, socially, emotionally, and culturally. Hargill Sponsors instill character traits such as good sportsmanship, teamwork, and self-discipline. The Hargill Music Specialist integrates cultural lessons into the music curriculum exposing the Hargill Cubs to various cultures. A special focus is emphasized on the rich Hispanic traditions for Hargill Cubs. One specific example of cultural celebration is Dia de los Muertos. This celebration integrates a plethora of classroom lessons in order to bring it to life. The celebration includes Hargill Cubs baking Mexican treats. Through this process, they create and experiment with different recipes. By practicing harmony and beats on their musical instruments, the Hargill Cubs enjoy delivering Mariachi music to their fellow classmates. Finally, the Hargill students create a mosaic of personal dedications to deceased loved ones. These lessons develop the whole child encouraging self-worth in their heritage. The educational philosophy of all Hargill Elementary

teachers and staff is to develop the whole child by providing different opportunities for all student groups to experience success. The Hargill families and community members are genuine stakeholders in student success. As a Hargill family, we stay true to our motto “It Takes a Village”. This philosophy is the cub print on every student’s heart.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The core curriculum at Hargill Elementary is the Texas Essential Knowledge and Skills (TEKS). Hargill teachers follow the district, TEKS designed, scope and sequence to develop lessons in each content area. Continuous professional development is offered both at the district and campus level making teachers more proficient in analyzing the TEKS, and the delivery of instruction using engaging strategies via the 5E-Model, an instructional model that encompasses the elements of teaching: Engage, Explore, Explain, Elaborate, and Evaluate. Hargill teachers incorporate both whole group and small group instruction and use technology daily as a tool to support student-centered instruction. Campus and district assessments mirror the State of Texas Assessment of Academic Readiness (STAAR.) After every assessment, teachers and administrators meet and develop an academic plan of action for students. The students' academic plan includes the identification of instructional areas still needing to be developed, a tutorial plan, differentiating instruction for small groups, regular parent conferences, the use of varied resources, and setting reasonable individual student goals for future assessments.

At Hargill Elementary, reading begins with a universal screener to identify individual students' reading levels for instruction. Based on this data, students are provided with instructional intervention, or are challenged to advance academically through prescribed instruction. The primary curriculum encompasses the five components of reading: phonemic awareness, phonics, vocabulary, comprehension, and fluency. The curriculum for third, fourth and fifth grades takes a holistic approach. Skills are not taught in isolation, rather, they are genre-based in which teachers teach specific strategies for each genre. A variety of resources and strategies are utilized to ensure each student's learning style is addressed. The state-adopted textbook, multiple commercial resources, and online customizable programs, are all used to target student needs at Hargill Elementary. Content-area journals, projects, oral presentations, and a web-based reading program are used to ensure that all English language arts components are addressed.

The Math curriculum centers on the state Math TEKS where concepts are first introduced using manipulatives and then reinforced in small groups, thus allowing for differentiation. By using this approach, Hargill teachers ensure students understand necessary foundational skills. Additionally, basic facts are addressed daily in every grade level, since these are essential foundational skills needed for all future learning. Data from assessments is used to determine the need for intervention, tutorials, or a more rigorous curriculum.

Hargill students are given many opportunities to observe, study, measure, explain, predict, etc. as they navigate through the state science TEKS using a "hands on" approach. This learner-centered approach is used because students take ownership of their learning investigating in a lab setting to formulate their own conclusions. Students first learn the concept through teacher direct instruction using the textbook, videos, commercial workbooks, and classroom discussion. In Science lab, experiments integrate math and reading skills making science concepts come to life for students. The learning extends outside of the four-wall classroom as Hargill fifth graders visit the nearby Wetland, explore their surrounding and make connections to prior learning. Hargill Cubs also participate in a campus and district level Science Fair and a campus Science Academy. Like in reading and math, data from campus and district assessments assist teachers in determining the necessary interventions for each Hargill Cub.

Civic learning is addressed in compliance with the TEKS and the district curriculum. Daily, Hargill students are given opportunities to have a working knowledge of civic duties and responsibilities. These civic experiences are shared via a presentation, through a variety of extracurricular clubs and organizations made available to students, and through the expected student behavior. This particular approach was selected because it allows for active student participation. For example, the annual Veterans' Day program allows Hargill students to see first-hand what excellent role models their community has and what an impact those individuals have made on the community and the country as addressed in the state standards. Students are active participants in electing Student Council officers, participating in autism walks, meeting local government officials, and always modeling good behavior. These activities at Hargill prepare students to be

productive, responsible citizens engaging them in modeling good citizenship, and embracing customs and traditions all of which are expectations of all Hargill Cubs. By being active participants, Hargill students experience first-hand basic foundational skills like rules, consequences, and government that later transfer to content learning and are applied in the real world.

Pre-kindergarten at Hargill Elementary is a half-day federally-funded program, which assists language deficient students or economically disadvantaged students in obtaining foundation skills. Through center activities, students follow the academic standards aligned with district curriculum, which covers phonemic awareness, number recognition, science observations, family, and self and social interactions, all necessary for student success in the future primary grades. Hargill pre-K Cubs undergo universal screeners three times a year. Growth is evident when data from the beginning of the year is compared to both middle and end of the year assessments, thus ensuring that they will transition to kindergarten with basic foundational skills as well as grade appropriate social and emotional adjustments. This early education program has a positive impact on school readiness.

2. Other Curriculum Areas:

Hargill Elementary develops well-rounded students. In addition to the core content areas, the electives, arts, technology, physical and health education, nutrition, and University Interscholastic League (UIL) programs support the students' acquisition of essential knowledge and skills.

Hargill students in kindergarten through fifth grade participate in a 45-minute Physical Education class at least 3 times a week. The Physical Education Program addresses the TEKS by engaging students in interactive physical activities that many times incorporate basic reading and math skills, as well as oral language development. Citizenship and good sportsmanship conduct is learned, and is expected from all Cubs in all games and activities. Hargill students participate in the national Fuel Up to Play 60 program, the district Fitness Club, and also participate in the Go, Slow, Whoa! food program. These PE/Health/Nutrition programs teach the Hargill Cubs the importance of physical exercise while making healthy eating choices. Often, outside community businesses come to Hargill Elementary as invited guest speakers to share their message and to engage students in making healthy decisions. Hargill Elementary is in partnership with the Edinburg Parks and Recreation department, which brings competitive sports year round for Hargill Cubs of all ages to participate in. All students may participate in football, volleyball, and basketball competitions. Through these teams, numerous citizenship and social studies skills are learned. Many times, Hargill Cubs need this incentive to maintain their interest in school and to ensure passing grades.

A full-time music specialist is responsible for teaching interdisciplinary music lessons aligned to the fine arts TEKS to kindergarten through fifth grade students, once a week, for 45 minutes. The interdisciplinary approach taken is one where all students are active participants where they sing, play instruments, act out plays, prepare props, and have opportunities to compete in music competitions. Hargill students also have multiple opportunities to join the campus choir, participate in the District Choir, and the UIL Music Memory competition. Hargill students participate in a minimum of five programs every year. The most popular is the Christmas program where students practice their speaking skills and act out a favorite Christmas story in front of a large audience. The music program generates a high level of community support. During these scheduled programs, the attendance of proud Hargill Cub parents and family members is overwhelming.

Hargill's library is an integral component of student success. All Hargill students visit the library once a week where the Librarian conducts read aloud. Reading selections highlight a particular season, a custom or tradition, famous Americans, or particular authors. Through an online reading program, a district initiative, students in first through fifth grade are given individual reading goals. The teachers and library staff closely monitor these individual student goals and word counts.

One of the goals at Hargill Elementary is to produce well-rounded technology literate students in grades K-5. The technology application TEKS are taught and integrated into daily lessons at Hargill Elementary. Hargill teachers attend a two-day summer instructional technology conference where they learn about the latest classroom technology tools, applications, software, and practices. Additionally, all teachers are provided with a variety of technology teaching tools including electronic tablets, media projectors,

document cameras, portable interactive whiteboards, and laptops. These devices assist the teachers in creating fun, interactive lessons. Hargill Cubs participate in the use of technology on a daily basis during classroom instruction, classroom centers, and in student-centered activities. Teachers challenge students with age-appropriate technology based projects that promote problem solving and critical thinking skills. Students are further able to explore a variety of projects by joining the Technology Club at Hargill Elementary. Technology Club members are made responsible for handling the school's Twitter and Facebook accounts. Technology is further integrated into our school's activities through reading and attendance incentives such as Technology Day and BYOD (Bring Your Own Device) where students are allowed to bring personal tablets and cell phones, and are guided to explore high interest educational games and applications.

3. Instructional Methods, Interventions, and Assessments:

The mission of Hargill Elementary is to produce well-rounded students addressing the social, emotional, physical, and academics components and equipping them with a repertoire of tools, enabling them to be critical thinkers and problem solvers. Being that no two students are alike, the instructional approaches, methods, and interventions are customized to meet individual student needs. Age-appropriate, district required assessments are given to establish an academic baseline for each student. Once individual student levels are identified, teachers create, and deliver engaging lessons to meet students' needs. Individualizing instruction for students allow teachers to help students set attainable academic goals resulting in closing achievement gaps at Hargill. This practice not only assists in improving the skills of students performing below grade level, but also identifies the students performing above grade level and the academic areas needing development to help them reach their goals, and challenge them for acceleration.

At Hargill Elementary, teachers continuously assess students' learning. A variety of assessments such as district benchmarks, campus benchmarks, TEK specific teacher tests, and State of Texas Assessment of Academic Readiness (STAAR) are used to make informed instructional decisions. Disaggregating and understanding the data from these assessments allows teachers and administrators to make informed decisions for individual students. Using the district's data management system, teachers and administrators identify weaknesses needing immediate attention for all students. Teachers and administrators, once again, rely on the district's data management system to create specific reports such as Student Expectation (SE) performance report by teacher, STAAR item analysis with responses by item, and student expectation performance by level of concern. These reports allow teachers to plan their instruction, and to target areas still needing development. The reports are used to conduct individual conferences with students and help them set personal academic goals. Hargill teachers also use technology resources to individualize instruction. By customizing online assignments, teachers differentiate instruction so that students are academically successful within their individual learning goals. Upon reviewing the data, teachers determine what additional TEKS need to be assigned to individual students.

Another instructional approach used is the Response to Intervention (RtI) Tiered Framework for monitoring progress of students' learning. This is a multi-tier approach for the early identification and support of students with learning and behavior needs. The RtI process begins with high-quality instruction and universal screening of all students. This framework is used to review students' academic progress and to determine instructional interventions necessary. All Hargill students receive differentiated, high-quality classroom instruction, using best practices, following the RtI Framework. It is through the teachers' deliberate planning that most students are able to make progress, closing achievement gaps. It is the goal of Hargill teachers and staff to close the performance gap using this framework as the resource.

A whole group approach is used for the initial delivery of instruction. Hargill teachers "hook" the learner by building on students' schema, tapping into prior/background knowledge and by incorporating other creative ways. Hargill students lack life experiences that otherwise would make learning meaningful to them. Therefore, teachers must bring those necessary experiences, through concrete visuals, to the students using essential technology. An example of this is teachers and students researching a picture, a video, a place, etc., via Google bringing meaning to new content. These visuals are accompanied with ongoing, oral discussions, and critical academic vocabulary for the learning. Explicit instruction in vocabulary development is routinely incorporated as a school-wide initiative. After the initial instruction, students proceed to work in

small groups. These groups include direct teacher instruction, customized online pathways to learning, and independent interactive groups.

Technology is invaluable in closing the performance gaps and in addressing individual student needs at Hargill Elementary. Five years ago, Hargill Elementary was very fortunate to be part of the Texas Literacy Initiative Grant (TLI), which provided numerous electronic devices that played a vital role in student learning. Fifth grade piloted a one-to-one electronic device program which resulted in increased student achievement.

Hargill's special education population is identified with more than 10% achievement gap between the scores of all students. To close this achievement gap, a certified, resource teacher follows an instructional plan that incorporates a pull-out program, as well as a co-teaching program. Students in this subgroup are closely monitored by campus administrators, and by the district Special Education Supervisors.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Hargill School’s mission is to make all students feel confident, inspired and motivated to learn. Hargill Cubs look forward to starting their day with exciting announcements from the principal, in which birthdays, celebrations, academic achievements, and attendance are highlighted. The principal’s excitement early in the morning sets a positive tone for all students.

Student attendance is closely monitored in order to meet the daily campus goal of five or less student absences. Various weekly incentives are awarded to students with perfect attendance. For instance, on very cold days, students and teachers are treated with hot cocoa for being at school. After announcements, the Student Council continues with announcements via VBrick, a live video streaming for the entire school. Giving students the charge of making daily morning announcements via VBrick has helped them build teamwork, collaboration, confidence, and communication skills all of which are contributors to a positive environment that supports academic, social, and emotional growth.

Hargill Elementary recognizes and celebrates students’ academic achievements and successes such as Honor Roll, making gains on campus and district assessments, meeting word count goals as students work toward reading a million words, end of year awards, and kindergarten graduation. Reading Renaissance is a district initiative and is one of the most successful reading programs used to inspire students, promote reading, and build positive school climate. Teachers track students’ reading comprehension, fluency, and monitor their reading growth. Students are encouraged to meet a reading goal every six weeks and are rewarded with a big celebration with games, food, electronics, and other fun activities. All of these are examples of how Hargill engages and motivates students.

The school culture supports the needs and development of teachers by allowing them to collaborate as a team between staff and administrators. Teachers and administrators meet weekly to discuss data and make instructional decisions that close the achievement gaps. Individual strengths are highlighted and shared to instill a sense of validation and affirmation. Grade levels plan twice a week to prepare quality lessons that follow the 5E Model. Because Hargill teachers and staff are an integral part of the learning community, they too, are celebrated. Birthdays, monthly social luncheons, Teacher of the Year, Christmas socials, Thanksgiving meals, and special events such as baby showers, engagements, and retirements are all examples of building campus morale. These celebrations among the staff help build teamwork, collaboration, trust, respect, and professional relationships contributing to teachers feeling valued and supported which translate to student success.

2. Engaging Families and Community:

Hargill Elementary plans many family and community activities that support students’ academic success. Hargill parents prepare and meet regularly with the campus principal designing events for the year to discuss the parent’s involvement at each event. Understanding that communication with the community is most essential, monthly calendars go out announcing all events and important dates informing the parents. At “Meet the Teacher Night” in early September, teachers establish a parent-teacher relationship by sharing classroom expectations, student goals and critical testing date information. Throughout the year, teachers maintain communication via apps, emails, phone calls and conferences. The parental involvement clerk makes necessary phone calls home to talk to parents about the importance of their children coming to school to avoid gaps in learning. Continuous parent communication through progress reports, home visits, the school website, and monthly Parent Teacher Organization (PTO) meetings support students’ emotional growth and academic success. Every January the Hargill principal meets with all parents of third grade students to inform them of the significance of the STAAR test and of the responsibilities, each team member (parent, teacher, student, and principal) carries in ensuring that students are successful.

Community involvement plays a vital role in our students’ success. Hargill Elementary partners with different community organizations to promote health, well-being, and learning among the students.

Throughout the year, Hargill collaborates with different community organizations that contribute to the schools' educational goals. Examples of these partnerships include the Red Ribbon Week program, and the Local Firefighters' Educational program. These Hargill partnerships help promote citizenship, a social studies student expectation, through fun, exciting, and interactive presentations for kindergarten through fifth grade students.

Hargill Elementary teachers and administrators know that a student's reading ability directly affects student achievement. To inspire the love of reading for Hargill Cubs, numerous reading activities are planned throughout the year. In the month of March, the national Read Across America event is programmed as a time to celebrate reading. This program is a favorite of the children because it brings families and many members from the community to Hargill Elementary, and because it includes a community-reading picnic where reading is the "main dish." Family literacy events are an avenue for teachers to share reading strategies that can be used at home with their children, and for teachers to distribute free books to all Hargill Cubs. Many Cubs have started their own home library with the books given to them at literacy events.

3. Professional Development:

Hargill Elementary educators continuously strive to be better. Throughout the year, they attend professional development sessions to help them become innovative educators. Teachers participate in professional development, which is aligned to the campus improvement plan. The focus is on curriculum and instructional strategies that are TEKS-based. As part of professional development, the district Math and ELA specialists meet with 3rd-5th grade teachers to work on various TEKS-based activities and approaches for student achievement. Hargill teachers also participate in trainer-of-trainers professional development within the campus. As trainer-of-trainers, Hargill teachers take the new learning from the district's professional development sessions to the Hargill classrooms taking on a leadership position on curriculum, sharing ideas and strategies that impact the quality of instruction. As leaders in curriculum, Hargill teachers model effective, quality teaching.

ECISD is known for providing personnel, teachers and administrators, with extensive professional development. For the past four years, ECISD has offered a three-day technology conference that is available to all ECISD teachers and administrators. This conference focuses on sessions that involve the use of technology in instruction in order to keep up with 21st century learners. Teachers attend sessions, which offer various activities, and TEKS-aligned approaches that support student achievement and school improvement. The professional development program draws from sources of critical thinking, Marzano strategies, and content-based instruction/strategies that contributing to student success.

Aside from providing professional development for teachers, ECISD also provides professional development for counselors and administrators. Hargill's counselor participates in professional development that is specific to programs that are in place to assist students with specific needs. For example, the counselor must undergo extensive trainings that target student services such as 504 and RTI procedures, Gifted & Talented social and emotional needs and updates, and Dyslexia trainings. These are required trainings for meeting the needs of all students. The Hargill leadership team also participates in professional development to stay abreast of changes with state accountability and with changes in the curriculum/TEKS. The learning from attending the professional sessions empowers campus administrators when conducting classroom walkthroughs and validating instructional practices. All of these district and campus initiatives influence staff capacity and school improvement.

4. School Leadership:

The leadership team at Hargill Elementary is comprised of the Principal, the Curriculum Assistant (CA), the Counselor, and the Librarian. Each team member has a unique role in ensuring student achievement, however, the school's philosophy, "It takes a Village," is embraced by all four leadership team members. With this shared philosophy, the team inspires Hargill Cubs to work to their fullest potential.

Hargill Elementary principal ensures that policies and programs focus on student achievement. The principal monitors classroom instruction very closely by conducting walkthroughs, leading grade level meetings, and parent conferences. Hargill's principal believes in motivating and rewarding students for hard work, effort, and in making academic gains. Hargill Cubs feel the support and affirmation from everyone, but when it comes from the school leader, it means even more to them and students have a greater sense of respect for it.

The role of the curriculum assistant (CA) at Hargill Elementary is to implement and support all activities that address teacher acquisition of district curriculum designs and special funded programs appropriate to student needs. The Hargill curriculum assistant ensures that teachers have the necessary resources needed in order to maximize lessons. The CA also assists the principal in making parent phone calls, in having parent conferences, in grade level meetings, and in the disaggregation of data, all of which holds everyone accountable for student success and for providing support.

The role of the Hargill counselor is to provide a proactive developmental guidance and counseling program for all students to maximize academics and to ensure personal growth. The counselor also builds and nurtures relationships with Hargill Cubs to discuss problems that affect their personal, social, or academic development. The counselor collaborates with parents, administrators, and staff, so that students can experience academic success. Another vital role the Hargill counselor has is serving as the Response to Intervention (RTI) and 504 coordinator ensuring that students' academic needs are met.

The role of the Hargill librarian is to promote a love for reading. The librarian manages the Accelerated Reading Renaissance Program (AR), which has proven to have a direct impact on student achievement increasing reading comprehension and vocabulary. The Hargill library is a doorway that brings the community together. During special events such as family Book Fairs and Read Across America Week, a national reading celebration, a variety of reading activities are planned for Hargill Cubs, parents, staff, and the entire community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Hargill Elementary implemented the use of a campus-wide Academic Data Binder as the strategic practice assisting in closing the achievement gaps and simultaneously holding everyone accountable for the school's success. With the use of the contents of this inclusive Data binder, teachers and administrators quickly identify which students are mastering foundational reading skills and which students are still developing. If students have mastered the foundational reading skills, the instructional focus for the student becomes vocabulary and comprehension. The content of each tab in the Academic Data Binder is detailed as follows.

Fluency- All Hargill students are monitored weekly with a “cold read” (no practice), and with a “warm read” (with practice). The remainder of the year, only students still developing are monitored weekly. Other students are tracked every six weeks to ensure that they maintain or improve their reading fluency. This guides teachers in making informed instructional decisions for individual students.

Sight Words/Progress Monitoring- All K-2 students are given a universal screener to identify their literacy level. Once identified in need of intervention, a 30-minute, intense and prescriptive plan is implemented. Students reading on grade level or above are prescribed a reading plan to accelerate their literacy level.

Campus Assessment Profile Sheets (CAP) – All K-5 students' historical academic record is recorded on a CAP sheet. At a glance, teachers and administrators can pinpoint Hargill Cubs still in need of assistance as well as students making gains. Data is analyzed and an academic plan is formulated for each student, including individual goal setting for that grading period.

Computer Lab Reports- Computer lab reports assist Hargill teachers in identifying TEKS that individual students are still developing. Morning tutorials are assigned for students on targeted TEKS allowing teachers to monitor and differentiate instruction.

Parent Contact Log- Contacting parents about their child's academic progress is an integral part of any successful school organization. Hargill teachers are required to contact all parents about their child's academics twice a semester, via phone, parent conference, text message, or by personalized notes sent home, documenting each contact in the Data Binder.

The implementation of this data binder has proven to be an effective initiative on student achievement giving teachers and administrators an academic view, at-a-glance, by class as well as by student. Effective data analysis of the contents of the binder directly assists teachers and administrators in monitoring all students' academic achievement contributing to closing the performance gaps evidenced in state assessment scores at Hargill Elementary.