

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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) 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
 - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	4	2	6
K	42	45	87
1	43	38	81
2	39	50	89
3	35	42	77
4	0	0	0
5	0	0	0
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	163	177	340

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 63 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 33 % White
 - 1 % 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 2017 – 2018 school year: 21%

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

The mobility rate is due to fluctuations in the oilfield business.

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, 2017 until the end of the 2017-2018 school year	33
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	39
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1, 2017	340
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 3%
10 Total number ELL

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

Spanish, Cambodian

7. Students eligible for free/reduced-priced meals: 85%
Total number students who qualify: 288

8. Students receiving special education services: 11 %
39 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>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>4</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 20
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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school 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 20:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	95%	95%	96%
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 2018.

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. 2012

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

George West Primary will ensure all students reach their academic potential in a safe, orderly learning environment. George West Primary will also ensure students develop the necessary character traits and work ethic to become successful adults.

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

George West Primary is a small rural school located in George West, Texas. With a city population of 2,500, George West is conveniently located halfway between the metropolitan areas of San Antonio and Corpus Christi. Eighty-five percent of our students qualify for free and reduced meals with the demographic makeup consisting of 63% Hispanic, 35% White, and 2% Two or More Races.

Many schools purport their belief in the fundamental principle that all children can learn and include that statement as part of their mission. In George West Primary, these words become actions depicted by observable behaviors and associated with a strong work ethic. While every staff member takes a personal interest in life of every child, they also understand the needs of each individual child and find the time during their busy day to provide extra help with a heart and desire for service.

The Primary staff has learned, as exemplified by their success, that with a balance of hard work, high expectations combined with a nurturing spirit, they have truly discovered that all children can learn. Much of the success of students can be attributed to the additional opportunities given to students who are at risk of performing below grade level. In a bold move, the Primary staff started a summer reading program called Jump Start. Beginning four weeks prior to the regular school year, every at-risk child in every grade level are invited to attend Jump Start where all skills taught the previous year are reviewed, especially those not mastered by the students. There is a personal plan for each student and the results have been phenomenal. The Primary staff also provides tutorials after school four days per week for students who need extra help.

Because of the success of students and a positive work environment, there is a very low turnover rate among professional staff. Both professional staff and paraprofessional staff are highly qualified and have molded an intentional culture of success. Paraprofessionals are well trained and are considered among the best in the state and have contributed a great deal to the consistently high student performance of the school. Their job focus has been intentionally limited to working with students rather than performing clerical duties. Teachers at the Primary have created a strong mentoring program for the paraprofessionals, resulting in a wealth of knowledge in curriculum and instruction. Many of the paraprofessionals hold a bachelor's degree or have attended extensive training designed as a rigorous staff development to improve reading and mathematics through peer reviewed research-based practices.

George West Primary can boast that many parents and community members volunteer at the school on a daily basis. In fact, parent involvement plays a huge role in the school's success. Because volunteers free teachers from clerical duties, they are able to concentrate fully on the academic success of those they teach by working directly with students or planning instruction. Strategies used by the campuses to improve student performance include diagnostic tests. Parents and volunteers are able to support the mission of the campus by listening to students read, encouraging their efforts and hard work and communicating that the students are capable of succeeding. Every child continually hears and experiences the same message...they are valued, they are capable, and through diligence and effort, they can succeed. The staff has expressed how appreciative they are for the dedication and support the parents and volunteers have demonstrated and how invaluable they have been in the success for all children.

A strong tradition of excellence continues at the Primary School. Success for all students is no longer a slogan but part of an intentional culture of high expectations for staff, students, parents and the community. The Primary School was named a Blue Ribbon School in 2005 and 2012. The school is very proud of these prestigious awards and credits their success to a united, focused effort with an unwavering eye upon student success. These awards have validated the work of the administrators, teachers, paraprofessionals and others and have also confirmed the instructional practices are essential and replicable in regards to creating high student performance. In addition, in 2007, the Primary was named a National Title I Distinguished School, one of only two in the state. For ten consecutive years, 2002-2012, the Texas Business and Education Coalition (TBEC) named the Primary School as an Honor Roll School. TBEC evaluated nominated campuses against higher standards than the Texas Education Agency's rating system, and again, the Primary School was one of only two schools being recognized by TBEC for ten years in a row. The work of so many dedicated individuals was validated, but more importantly, the students continued to outperform their

peers in other districts and across the country.

The George West Primary Staff is proud to share their data and strategies with others, but also want to recognize the collaborative effort with our volunteers, parents and community partners that indeed have allowed for all children to learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The district's reading program begins as early as Pre-k with an assessment at the beginning, middle, and end of the year. The same process is implemented for Kindergarten students. Data from the assessments is used to drive instruction.

Overall, reading is crucial for student learning, and it is essential to a successful foundation in math, social studies, and science. A strong foundation in phonics is the basis. Research has shown that strong readers rely on letter-sound correspondence in sounding words out, possess word decoding strategies, and read words a sufficient number of times to ensure that words are recognized quickly and automatically. Once student levels are identified, students are placed in reading groups to work on fluency. Young readers are taught from instructional level texts that reflect content the student is learning. Eventually, students are taught comprehension strategies. Providing more opportunities to read creates stronger readers. Therefore, students are given multiple opportunities to read, to practice decoding strategies, and to read decodable texts. Again, data drives instruction; skills are reinforced as data for individual students indicates. The staff focuses on getting students to read and comprehend proficiencies while using higher level thinking skills.

Phonological awareness, graphophonemic knowledge, listening comprehension, reading accuracy, and reading comprehension, based on the Texas Essential Knowledge and Skills requirements are all crucial components in the Primary School reading instructional program. Instruction is formulated based on the results from testing. Students are given a variety of opportunities in reading and writing. Instruction is designed to target specific concepts and is sequenced, building on what students know and structuring what they don't know. As young readers begin, teachers provide continued support, but students are gradually weaned from the continual direction of the teacher as reading skills grow through a gradual release of responsibility model. Reading programs that focus on repetition, word development, and comprehension are used to enhance the regular reading program. The program is designed to help in determining students' ability levels and in monitoring programs. Students are challenged, as well as rewarded, to meet monthly reading goals.

Young readers participate in an incentive program that rewards and motivates students as they make their way to becoming fluent readers.

1b. Mathematics:

The core of the math program is built around the use of manipulatives and strategies to teach the content through problem solving, reasonableness, terminology, and cooperative learning relating to the TEKS. Educational research offers compelling evidence that students learn mathematics well only when they construct their own mathematical understanding. Students are given the opportunity to work in groups, to engage in discussion, to make presentations, and to take charge of their own learning by "examining", "applying", and "proving" concepts in their lessons. Various resources are used to teach the math essential knowledge and skills. The state adopted textbook is utilized at all grade levels but it is not the only resource. All grade levels supplement the math program with various commercial products as well as curriculum developed by the teachers. The Primary School strives to produce students who can successfully and confidently apply math principles in problem solving situations.

Teachers continually provide maintenance and re-teach. These are the most important aspects of the math program. It is very important to maintain previously taught objectives throughout the year. Teachers continually teach a new objective while also reviewing previously taught objectives to ensure students are retaining important concepts. Another vital component to the math program is having students work through corrections on a daily basis. The teachers provide assistance and re-teach as needed. It is important to provide feedback with each child on all lessons to ensure they are learning and are successful before

moving on to a new lesson. The curriculum has the spiraling component built in. The key to making math work in our school is the teachers' ability to utilize many different resources and instructional strategies. These instructional strategies have produced amazing results for many years.

1c. Science:

Science units are aligned with the TEKS and integrated and correlated with units in language arts. Students are provided the opportunity to investigate and learn science concepts and experience success in science as they develop the knowledge of and the ability to use the tools and processes of scientific inquiry. The schools' emphasis is for the student to experience success in science as they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences. Science lessons also provide hands-on exploration of the students' surroundings. The school's goal is that all students will be able to understand and apply the scientific method to different aspects of their lives, to be critical thinkers, to ask questions, and to seek the answers.

1d. Social studies/history/civic learning and engagement

Social studies units are aligned with the TEKS and also integrated and correlated with units in language arts. The social studies curriculum teaches good citizenship skills, map and globe skills, as well as history, through biographies and current events. Reading strategies are integrated with a multimedia approach to teach citizenship, cultures, economics, geography, government, and history, as required by the TEKS. Students are taught to build on their background by accessing prior knowledge and to extend language by using word banks and activity ideas. The Primary expects all students to be respectful, responsible, and to be good citizens, as these are character traits expected in this community.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

The George West Pre-K program focuses on the children's social, emotional, intellectual, and physical development. The children are in a structured child friendly environment with a daily routine of Circle Time, Small Group Time, Teacher Centers, Recess and Plan/Do. The children are interacting with each other and making choices within the daily routine. Letter/sound development as well as early math skills is addressed. Pre-K students are assessed using a universal screener to evaluate and improve instruction. The teacher uses identified strengths and weaknesses to design instruction to improve foundational reading skills.

The Pre-K program provides a positive environment for learning which results in happy students who love learning and coming to school every day. The Primary school has seen a huge difference in the academic success of students who attend the Pre-K program as opposed to those who attend other day care centers.

2. Other Curriculum Areas:

Students in grades K-3 attend physical education classes which focus on: healthy living, coordination, sportsmanship, physical fitness, and wellness. The curriculum for PE addresses the following TEKS strands: movement, physical activity, health, and social development. A coordinated health and physical education curriculum provides teachers with activities for students to learn that exercises can be fun and creative through such activities as hula hoops, jump ropes, and parachutes. Students learn through playing team and individual sports, daily stretches and exercises, running, skipping, and doing drills to improve individual coordination, large muscle movements and body awareness. Sports skills are taught to ensure a seamless transition to the upper grade levels. Students participate in cross country running once a week. The PE coach charts their individual progress and recognizes individual and classroom accomplishments at every six weeks' awards assemblies. The nurse also assists PE classes by providing lessons on personal health and hygiene. Students also learn to be good community helpers by participating in the Jump Rope for

Heart program. They raise anywhere from two to three thousand dollars every year for the American Heart Association.

Students attend music class once a week. Music is taught to the students through fun, hands on, interactive lessons. Students are exposed to many modes of music appropriate for their age and grade level. Students learn through listening to music, singing songs, learning beats, rhythm, tempo, and learning about different instruments. Students in grades 2 and 3 begin to read music notes and play recorders. Every year the music teacher prepares students for a Christmas music program, and students also visit the local nursing home to sing Christmas carols for the residents. The program is held at the local theatre and is well attended by parents and community members. An after-school volunteer choir was also created this year to allow students to pursue additional music interests. This choir has also performed at numerous events bringing the district much positive recognition while enhancing learning at the same time.

The Primary school has one computer lab where each class visits once a week. The curriculum and lessons are guided by the technology application TEKS, which focuses on research and information, critical thinking, digital citizenship; and technology operations. Keyboarding programs are used to learn data entry skills. Early grades also utilize the computer lab for students practice and repetition with phonics and math skills. The Primary school is fortunate to have four computers in each classroom, so students can take AR tests first thing in the morning. Students and teachers have immediate feedback on the students' reading progress each night.

3. Special Populations:

The Primary school believes early intervention is critical in addressing the needs of special populations including at risk, economically disadvantaged, ESL, and minorities. The Primary has very few ESL students. These students usually become some of our higher performing students.

RTI (Response to Intervention) begins as early as Kindergarten. Various reading assessments and screeners, weekly skill assessments, benchmark assessments, and teacher observation are utilized to quickly identify students who may be in danger of not performing on grade level. Once identified, students are provided with immediate interventions which include: individualized instruction, small group instruction, in school tutorials, after school tutorials, pull out program with a resource teacher, and Jump Start (summer school program). If one visited a Primary classroom, they would see the teacher delivering a whole group lesson with an ample amount of guided practice. At the conclusion of this part of the lesson, students are divided into skill groups for independent work. During this time, the teacher and paraprofessional work with the small groups who need the most help. The student to teacher ratio of the small groups in class and in after school tutorials is no more than 5:1. In Response to Intervention (RTI), students that are still struggling will receive specific instruction and intervention in targeted weak areas through a variety of research-based supplemental materials and computer-based programs. These pullout interventions are provided by specialists, teachers, and trained teacher assistants in small group settings. Students still struggling are provided with 1:1 instruction using systematic, drill, practice, and repeat strategies. The Primary school believes all students can learn when provided the necessary repetition and time on task. These strategies have been successful as indicated by over 18 years of outstanding assessment results.

Classroom teachers also provide higher-level questioning and extension activities for Gifted/Talented students and other high performing students who are advanced in their learning. These students are also provided with projects-based activities enriched with higher level thinking, complex questions, and problem solving opportunities. The Primary music teacher doubles as the Gifted and Talented instructor. GT students at each grade level meet with this instructor once a week for differentiated, challenging activities. GT students write and perform plays, make presentations to the school board, and go on an educational field trip once a year.

Using all of the assessment data in conjunction with the teachers working together; meeting weekly within grade levels to share ideas and teaching plans; and meeting to plan vertically for consistency in covering skills has proven to improve student scores and academic progress. All subgroups of student populations have maintained high standards to be sure there are no substantial achievement gaps from year to year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

George West Primary believes a positive school climate must be in place to achieve all curricular and instructional goals. Students are greeted each day by a staff member as they get off the school bus or get out of their car. That first interaction sets the tone for the rest of the day. You will see teachers standing at their door, greeting every student with a handshake or a hug as they enter the room. The Primary staff has believed for many years no significant learning can take place until the students' basic needs of safety and security have been met. The staff buys into the belief a positive, personal relationship between the teacher, principal, and student is a must for all students to reach their academic potential. When students know everyone at school cares about them they are ready and willing to give their best effort every day. Students at this school are recognized on a regular basis for positive accomplishments. Teachers hand out "pride" slips on a daily basis to students for doing good work, doing something special for a classmate, or exhibiting good character. Students place these pride slips in a grade level box. Every Friday the counselor draws names out of the boxes at which time the students are recognized on morning announcements. Students who are recognized come to the office for a small prize. Teachers hand out tickets daily to students for academic accomplishments. Students accumulate tickets and spend them on items out of the teacher's prize box. Students are recognized daily on morning announcements for reaching a certain reading point club. Students who reach the 100 point club are awarded a t-shirt. At the end of the six weeks students who meet their reading goal are rewarded with a trip to the city park. At the end of the school year all students who reach the 100 point reading club are rewarded with a trip to the local theatre to watch a movie. Students accumulate reading points throughout the year. Each semester they get to trade the points for prizes.

At the end of each six weeks students are recognized at grade level award assemblies. Awards are given for A and B Honor Rolls, top readers in each classroom, and perfect attendance. George West Primary believes in acknowledging all students who succeed, no matter how small the accomplishment. At the award assemblies "On a Roll" awards are given to at risk students to recognize those who have worked extremely hard. Pictures of the award winners are taken and posted on bulleting boards in the hallway for students and parents to view.

Teachers and staff are complimented on a regular basis for their outstanding work with the students. All staff members are collegial in their interactions with the students, each other, and parents. Luncheons are provided throughout the year for the staff. The principal and parents provide these luncheons. George West Primary is a place where people look forward to coming to work. This positive atmosphere has contributed to the consistent academic success of all the students.

2. Engaging Families and Community:

George West Primary is fortunate to have parents and community members who support the school's academic program. Communication with parents is a big key in promoting the student's academic success. During the second week of school a parent orientation is held for all parents. Topics addressed include: curriculum, classroom expectations, class rules, grading policies, parent involvement, timelines, and special programs. During Public School Week an Open House is held for all parents to visit classrooms, visit with the teacher, and view student work. On this night students also perform dance routines learned in physical education class. This is a very popular event and is well attended by parents, grandparents, and community members.

At kindergarten, mandatory parent conferences are held after the first six weeks of school. Other parent conferences are held throughout the year as needed for students who may be struggling. Teachers communicate with parents on a daily basis with student folders. All students take a folder home at the end of the day with their homework, weekly schedule, and positive or constructive comments from the teacher. Parents are expected to sign the folder each night so the teacher knows they have seen it and are keeping up with their child's progress. At the end of the week all student work is sent home for parents to sign. All of

these strategies have been instrumental in maintaining a positive working relationship with parents and the continued academic success of the students.

Students visit the local nursing home to mingle with and sing Christmas carols to the residents prior to the Christmas holidays. At Easter the nursing home residents treat students to an Easter egg hunt. These are much anticipated events by the elderly. Students gain a sense of pride in doing something nice for others. This in turn contributes to their social development.

Students from the High School child development class come to visit Primary classrooms three times a week. These students assist teachers in working with at risk children and serve as positive role models for the younger students.

The primary school has developed a family engage component that encourages family participation and home-integration of student learning. Literacy nights, as well as Christmas and summer home modules were implemented in order encourage family learning times and to prevent regression during large breaks away from school. Activities which foster and strengthen family participation in the child's learning have been implemented. The district makes a concerted effort to integrate parents and guardians into student learning. The Primary is also fortunate to have community members volunteer their time at school. Many of them come to the classrooms during reading time at the beginning of the day. These volunteers listen to children read, help students take reading tests, or help them with other work. Some of them also serve as mentors to students who may need a positive role model in their life.

3. Professional Development:

Each year the Primary School mines the data to identify strengths and weaknesses, benchmarks against other high performing campuses, and gathers teacher input. The campus is process-oriented rather than program oriented. There is a belief that there is a need for flexibility to change courses based upon data review and many commercial programs do not have that flexibility. The school staff is encouraged to bring new ideas and solutions to the campus and district administration.

After visiting Brazosport ISD to learn their 8-step process for improving student achievement, George West Primary adapted the process, and it morphed into a unique and custom process that meets the needs of the diverse population of the campus. Based on Shewhart's plan-do-check-act instructional cycle, decisions are made timely and based on relevant student performance data.

Reading has remained a focus at the campus. Professional development has been research-based and systemic. Although staff turnover is minimal, all new teachers are trained and mentored by experienced and successful teachers on the campus. One of the teachers was selected as a state-wide trainer by the Texas Education Agency for effective reading strategies. This teacher also trained all the campus paraprofessionals in the same reading strategies. Strategic use of paraprofessionals to support strong instructional practices on the campus has been critical to the success of the campus.

Part of the established intentional culture of the campus includes every teacher and administrator being trained in a relational leadership process that serves as the social-emotional foundation for creating safe environments for students and staff. John Hattie indicates that strong teacher student relationship has a .72 effect size on student performance. With that statistic as a focus, every adult ensures every student has a positive socio-emotional experience at school every day. A strong belief system is in place that children and staff need to have their basic needs met by feeling safe, secure and hopeful about the future.

Student data drives campus professional development. Teachers whose students are mastering objectives in the state curriculum are given the platform to share their instructional strategies with their peers. Similar training is offered to parents so they are better equipped to assist their children at home. The Primary campus has embraced other schools sending their teachers to attend any professional development offered. Critical to the success and morale of the campus is that the campus administration also attends every professional development session in its entirety.

4. School Leadership:

Key to the success of the Primary is the willingness of the campus principal to be visible, open-minded and a relational leader versus a command-control leader. Teachers are encouraged to offer new ideas and suggestions for improvement and are treated as professionals and valued members of the team. The administrator attends grade level planning meetings as well as teacher-parent conferences. The campus principal strives to build leadership capacity in the entire team.

One core principle that has remained constant is that all students need to be connected to a significant adult. The campus principal models on a daily-basis this principle by walking the hallways, entering classrooms, shaking students' and staff's hands while calling them by name. He knows which students only need to hear "great job" and which ones need a more detailed discussion of what they need to do differently. A huge focus has been to create an orderly environment for students and staff, a place where all want to be and where all know they will be treated fairly, with dignity, and with respect.

Every staff member describes the great team that exists at George West Primary. This sense of team did not happen without a focused, intentional process that is practiced daily to encourage rich discussion, dynamic problem solving and skilled conflict-resolution techniques. The principal has ensured that the conditions exist to allow high performance to occur.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The key strategy for academic success at George West Primary is the extra opportunities the school provides for students. The staff has learned over the years students don't make mistakes on purpose. Some students just need to experience instruction in different ways, over and over, until they are successful. This school utilizes assessment data to identify students who are in need of additional instruction and repetition with learning objectives. Identified students are placed in small groups for intense remediation during an in school tutorial period at each grade level. This in school tutorial period is at a different time at each grade level. Thus, the school is able to have a paraprofessional in each grade level classroom at this time. The paraprofessional and the teacher are able to provide small group instruction while the higher performing students are allowed to work independently.

After the first six weeks the school starts the after school tutorial program. This program is four days a week for forty-five minutes after school. Each grade level will have approximately twenty students in attendance. One teacher and two paraprofessionals work with students in small groups. They will do homework with the students, or provide additional instruction for reading and math concepts. The tutorial groups are flexible, so some students are added and others are exited throughout the year depending on their performance. The tutorial program has been instrumental in improving student grades as well as their performance on the state assessment.

The other key to success is the summer reading program the Primary calls Jump Start. Students are identified for this program by evaluating end of year assessment data. Jump Start is held at the end of the summer, for eighteen instructional days preceding the start of the new school year. The program is held Monday through Thursday from 8:00am until 12:00 noon. Transportation is provided as well as a mid-morning snack. 75% of the time is spent on reading instruction and the remaining 25% on math concepts. Class size is small, with a teacher and paraprofessional working with approximately 10-12 students. The library is open during this time, so students are able to take books home and continue reading and taking AR tests. The librarian provides an excellent incentive program for the students to spend their AR points at the conclusion of Jump Start.

Prior to the inception of Jump Start the Primary would see academic regression in the ability of at risk students when they returned for the new school year. By participating in Jump Start school staff has observed a marked increase in the reading levels of all students in attendance. Student reading progress is measured by a Star test at the beginning of Jump Start and another at the conclusion. This program has contributed to George West Primary having 85-90% of all students reading on grade level at the beginning of the new school year.