

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Leroy Stavinoha Jr.

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

Official School Name Garwood Elementary School

(As it should appear in the official records)

School Mailing Address 7827 Highway 71 P.O. Box 338

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

Altair TX 77412-0338
City State Zip Code+4 (9 digits total)

County Colorado County

Telephone (979) 234-3531

Fax (979) 758-3751

Web site/URL
http://schools.ricecisd.org/page/ges.
homepage

E-mail lstavinoha@riceraiders.net

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

Date _____

(Principal's Signature)

Name of Superintendent*Mr. Bill Hefner IV

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bhefner@riceraiders.net

District Name Rice Consolidated Independent School District Tel. (979) 234-3531

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. John Carey Jr.

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. 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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 7 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	0	0	0
K	9	8	17
1	15	6	21
2	8	7	15
3	7	8	15
4	9	12	21
5	11	14	25
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	59	55	114

*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):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 14 % Black or African American
 - 38 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 47 % 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: 6%

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

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	4
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2017	114
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 9%
10 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: 57%
Total number students who qualify: 65

8. Students receiving special education services: 10 %
11 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>9</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: 10
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.	6
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
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 19:1

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	97%	98%	98%	98%	98%
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.

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

Provide an academic setting with high expectations, focusing on individual student needs, designed around modern technology, to produce exemplary, successful citizens in our society.

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

Garwood is a small, rural community located on the Texas Gulf Coastal Plains. Garwood Elementary is one of seven schools in the Rice Consolidated Independent School District (RCISD) which encompasses 427 square miles on both sides of the Colorado River in Colorado County. RCISD is actually the largest single employer in the district with over 200 employees. The area was once known across the country for goose hunting; however, within the last ten years, the number of geese has decreased due to the lack of acres farmed for rice.

Currently the school services 114 students in kindergarten through fifth grade. There is one classroom per grade level. All of the students receive a free breakfast and lunch through funding from Title One and the district. In addition, all students' school supplies are provided by a grant from a local foundation.

The school in Garwood was erected in 1902. In 1905 the school was moved across the street and served the community until 1936 when a separate elementary school was erected. A newer, modern junior-senior high school, cafeteria and gymnasium were built in 1954, which eventually became the current Garwood Elementary school. Years later, Garwood and surrounding communities saw the need to consolidate their community schools. In 1970 Rice Consolidated High School was built and grades nine through twelve from Garwood and surrounding communities were moved to Altair. Rice Junior High School was constructed in 2008 moving seventh and eighth grade and eventually sixth grade as well.

Although the school has changed physically and grades have been relocated, strong community ties still remain. Every high school graduation picture from the original Garwood School, as well as many of the old trophies, is still displayed for all to see. Several of the staff members attended Garwood Elementary School and almost all live in the community. In addition, the Garwood teaching staff has an average of fifteen years of experience per teacher with a low turnover rate. This talented and dedicated staff is highly qualified and is ready to meet the differentiated needs of all students. All staff members know each student personally by name, as well as the children's parents, and in many cases the grandparents.

One popular community tradition at Garwood Elementary is the Christmas program. During this event, families from the community gather in the gym to be entertained by the students with traditional music, songs and skits. Several different generations return to the school year after year. This event helps bond those community members from days gone by with the current students at the school. A new tradition that the students and staff of Garwood Elementary look forward to each year is the Rice High School graduation parade. All the graduates from Rice High School travel by bus to the surrounding elementary schools in the district. At Garwood Elementary, the seniors walk down the hallway while the high school band plays music. The drums lead the way as the students line the halls with noisemakers and posters congratulating the graduates. The graduation parade makes a lasting impression with the students by making the connection between an elementary education and high school graduation.

The loss of jobs from farming and hunting has also created an interesting challenge for the Garwood School. The culture of the whole community has changed. Traditionally one parent was always at home and could be available to help their children with school tasks. Now, more households have both parents working and most have to travel into larger surrounding towns to find employment. School employees are often called upon to fill the emotional and physical void created from the parent's unavailability. Staff members open their doors before and after school to help students with school work. Teachers rely on technology, such as texting and emails, to stay in contact with parents and keep them up to date with the academic and social needs of their children. Homework helpers assist students in the morning during breakfast to complete assignments. Parent volunteers take other parents children to after school activities.

There are many reasons Garwood Elementary has had academic success. In addition to setting high expectations for the students, a five step process that includes framing the lesson, working in the power zone, frequent small group purposeful talk, recognizing and reinforcing students, and writing critically has helped their students develop their full potential academically. Teachers make sure all students receive instruction and the principal ensures that teachers receive the materials needed for student success. While

most students do not have access to internet or computerized devices at home, technology is incorporated throughout the school through the use of iPads, SMART boards, computers, and Elmos. Our students attend computer lab every day allowing teachers to differentiate and create individual assignments for students. The technology time is also when teachers do one work with students that need concepts to be presented in a different way than the original instruction.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

RCISD purchases a curriculum to provide a scope and sequence for core subjects. Included in the curriculum are Texas Essential Knowledge and Skills (TEKS) clarification documents and vertical alignment tools to assure that the TEKS are taught with fidelity and in a manner to promote future achievement of students. Literacy across the curriculum is evident at every grade level. Teachers communicate and collaborate across grade levels so that instruction can be targeted appropriately. RCISD purchases an online program for the purpose of scoring assessments and disaggregating the test data. Training has been provided to the principal and teachers at Garwood Elementary on use of the corresponding reports so that data drives the instruction.

The English Language Arts (ELA) curriculum includes a rich variety of resources, including a basal reader, classroom sets of leveled books, online resources, and library books to promote a love of reading among young students. Literacy is promoted as being the core to a successful student. Kindergarten instruction is grounded in phonics, with independent reading promoted for those who are ready. In the first and second grade classrooms small group guided reading and independent reading take place daily. Teachers in primary grades move students to an upper grade for enrichment or to a lower grade for remediation to assure that all students are reading at their highest capability while closing gaps for struggling readers. Vocabulary is expanded with strong use of visuals for English Learners (ELs). Novels are introduced at third grade and their use is expanded in fourth and fifth grades. Stories are chosen that tie with topics being studied in other subjects. Technology resources provide differentiated instruction for all levels of readers. A supplement designed for developing critical thinking skills is incorporated into instruction from first through fifth grade. Students are screened three times a year with a universal screener and teachers use screener data to create intervention groups. Intervention time is built into the schedule and the principal participates with the teachers in the progress monitoring of students. Above grade-level readers are challenged with enrichment activities. Independent reading occurs throughout the school day and is expected from students nightly. Independent reading goals are set by nine weeks grading period for each student, with success celebrated and rewarded. District created nine weeks tests and benchmarks are administered. Assessment data is continuously reviewed to monitor and adjust instruction. Writing takes place daily across the curriculum. Students are expected to answer questions orally and in writing with complete sentences. Writing portfolios that follow students as they move through the grade levels provide formative assessment for the next grade level, plus, provide opportunities for evaluative thinking by students as they review their progress over the years.

1b. Mathematics:

Garwood Elementary utilizes a math text that is 100% aligned to the TEKS as the basis of math instruction. Instruction is delivered using the elements of The Fundamental Five. Teachers use a gradual release model of instruction with modeling and guided practice leading students to independent work. In kindergarten and first grade, number sense is built through the use of several resources. Students work on mastering basic math facts. This emphasis on building automaticity with numeracy is emphasized through third grade. Fluency with multiplication facts is expected by the end of third grade. Interactive lessons utilizing technology allow students to watch videos of problem solving, as well as practicing problem solving, and writing about the process. Daily use of interactive math journals in upper elementary grades reinforces the learning and solidifies understanding of math vocabulary. Spiral review utilizing Accelerated Math and other online resources is emphasized at all grade levels. RCISD provides a high-quality supplement for every student in first through fifth grade for the purpose of further developing students' critical thinking skills. State assessed grade levels rely on that resource for test preparation. Students are screened three times a year using a universal screener. The data provided from the screener, teacher observations, and disaggregated data from nine weeks tests and unit tests are the guidance for both intervention and enrichment. A district-wide benchmark test is administered in the spring for state assessed grades and at the

end of the year for second grade. Data from the district-wide tests provide guidance for future instruction. Teachers regularly share information across grade levels about the struggles and successes that students are experiencing. This collaboration provides a framework for adjusting both tier one instruction and interventions so that student success is maximized.

1c. Science:

Teachers at Garwood Elementary draw from a variety of resources to bring science instruction to life for their students in an engaging way while promoting mastery of the TEKS. Online resources supplement the instruction with high interest activities, provide spiral review, and offer opportunities for practicing for unit tests and the state standardized test at 5th grade. Instruction is delivered in differentiated methods to emphasize the relevance of the content in the real world. The science lab is equipped with consumable and non-consumable materials for hands-on activities that aid in the learning process. The RCISD holds a district-wide science expo every year to promote interest in science and technology. Each classroom in grades second through fifth creates a display from an experiment they completed for the public to view. Students are present at the expo to explain their experiment to visitors. Learning is also extended beyond the classroom through field trips. Kindergarten, first grade, and fourth grade field trips are related to nature and science. Students in third and fifth grades attend the Colorado County Ag Day. These experiences allow students to see concepts they learn in the classroom brought to life in the real world. Digital labs and videos also bring concepts to life when a hands-on lab is not feasible. Literacy is heavily emphasized in science instruction with students reading and writing in class daily. A variety of resources for dictionaries in which students compare and contrast different definitions plus daily journaling reinforce mastery of content vocabulary, which is heavily emphasized. Grade level reading is promoted with the use of text, and science concepts are brought into literacy instruction regularly. In preparation for the state assessment for fifth graders, a district benchmark is given. Data from the test is disaggregated so that the teacher can target the appropriate TEKS in preparation for the state test.

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

Social studies instruction is aligned to the TEKS and follows the adopted scope and sequence provided in adopted curriculum, but, also incorporates supplemental activities aligned to holidays and current events such as Constitution Day, Veterans Day and Presidents Day. The supplemental activities promote good citizenship among students and expand their world beyond their small, rural community. The current events instruction provides a basis for civics education and brings the real world into the classroom. Visits to the local fire department and public library also promote civic awareness as part of the social studies curriculum. Students in second, third and fifth grades attend field trips that are aligned to state and national history. Through these trips, students learn about significant events that occurred near their community in early Texas history, experience life as a child in the nineteenth century, and visit a presidential library. Technology provides a means for virtual tours of other significant sites and enriches students' classroom experience. Teachers use several texts, plus videos, in their classroom instruction. Literacy is emphasized daily in the social studies curriculum with use of grade level reading in the instruction. Reading is modeled by the teacher, is completed in full-class reading activities, and is extended through partner reading activities in which students help each other master the content. Selection of library books related to social studies is encouraged as teachers strive to make cross-curricular connections with all of their content. Social studies content is brought into the ELA instruction with story selections and students write daily in their social studies class. The use of The Fundamental Five is utilized in all instruction.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Fine Arts instruction is incorporated into the ELA instruction as well as delivered through specials that students attend periodically. All students at Garwood Elementary receive instruction in drama, art and music. Drama is part of the ELA classroom as students study that genre of literature in their reading class, as required in the TEKS. Art and music instruction is delivered by teachers certified in those respective fields. Students attend art class every two weeks and music class every two weeks. Instruction in those classes covers the state adopted TEKS, plus provides students opportunities to compete and perform in those areas. In art class, students prepare an entry for the Houston Livestock Show and Rodeo (HLSR) Art Contest. Entries are placed in the RCISD art show and judged. Winners from the local show advance to the statewide HLSR contest. Winners are publicized locally in order to promote an interest in art. Music class provides instruction in the appropriate TEKS but also provides a venue for creating and rehearsing programs for the public. The Christmas program and end of year program features performances by each grade level. In addition to singing, students in grades three through five learn to play recorders as an introduction to playing instruments while reading music. Students compete in University Interscholastic League (UIL) in both music and art contests, which are coached by the music and art teachers.

Physical Education (PE) is taught by a certified physical education teacher/coach. Students participate in PE four days a week through specials. The TEKS that are related to physical skills and activities are covered in this class. Students in grades three through five are assessed in physical skills and results are recorded in the Fitness Gram program, as required by the Texas Education Agency (TEA). Social skills, such as being a gracious winner or loser, working well with others in groups, and behavior standards, such as walking properly in line, are taught and reinforced both in PE and the regular education classroom. PE instruction includes stretching activities, calisthenics, and an organized game or group activity every day.

Classroom teachers, the campus principal, the school nurse, counselor, and representatives from first responder agencies are all involved in health instruction at Garwood Elementary. Teachers cover many of the health TEKS during their science block of instruction. The nurse visits classrooms to teach the importance of good personal hygiene, how to prevent the spread of germs, and how to promote good health. The nurse is joined by the principal in teaching some health standards to fifth graders. The counselor visits each classroom on a weekly basis to give supplemental instruction on personal and interpersonal skills. These lessons are reinforced by the classroom teachers. A law enforcement officer visits the campus throughout the year to make presentations on bullying prevention, bicycle safety, and other personal safety topics that fall within the health TEKS. Local fire fighters teach lessons regarding fire prevention and safety. The campus participates in Red Ribbon Week with special events and instruction on the harmful effects of recreational drug use. Through this myriad of activities, the health TEKS are taught and reinforced as a team effort among all who are a part of the campus.

Technology is used heavily in instruction across the campus. In classrooms, learning is enhanced with white board interactive learning activities. Students also have access to technology devices in the general education classroom with the use of iPads. In addition, all students spend forty five minutes every day in the computer lab. Through the use of tablets and computers, students are taught to create, open and save documents and how to research online. Students use various programs and tools to enhance their learning in all subjects through the use of technology. Digital citizenship is also taught each year to all students. The campus uses an online program for teaching technology applications TEKS and teachers supplement it with various resources. While not required by the TEKS, coding is taught in all grades for forty five minutes per week. The district uses Apple curriculum that is utilized on iPads. This rich collection of technology resources allows teachers to make cross-curricular connections and to integrate technology seamlessly with the core curriculum.

3. Special Populations:

Garwood Elementary tailors instruction, interventions, and assessments to meet the diverse and individual needs of all students on the campus. The staff believes all students can learn and is committed to the academic success of each student, whether they are a struggling student, students working on grade level, or a high achieving student working above grade level. Instruction is designed to keep students engaged

through integrating technology, providing student choice, and relating instruction to student interests and real life experiences. Instructional decisions are made based on previous year's testing data, benchmark testing throughout the year, and progress monitoring. Programs such as STAR Reading and STAR Math are given at the beginning of the year, middle of the year, and end of the year. The Texas Primary Reading Inventory (TPRI) is given in grades kindergarten through second. Teacher created assessments using released state assessment questions are given frequently. Reports from these assessments are used to determine student levels, monitoring progress and growth, and in identifying strengths or areas of concern. The reports are shared with parents on a regular basis to ensure parent engagement and support. Testing data, previous knowledge of the student, and classroom grades focus instruction. The information is used to form flexible skill groups, determining interventions needed, and prioritizing needs. Interventions begin early in the year and continue throughout the year. The Response to Intervention (RTI) program helps students that are behind other students on grade level. Using the classroom teacher to provide the interventions, the program is designed to identify students struggling with specific skills or objectives. This tiered intervention is added to the student's schedule during technology time for thirty minutes, two times a week if identified as Tier two and thirty minutes four times a week for students identified as Tier three. The teacher works to plan interventions ensuring student progress. Classrooms are self-contained in all grades, kindergarten through five, allowing teacher flexibility in scheduling and in determining the best method of instruction. All students receive grade level instruction that is vertically aligned and follows the district scope and sequence. All teachers are Gifted and Talented certified and all but two teachers are ESL certified. The identified GT students are given opportunities to work individually and in small groups with other GT students to plan, design, and participate in project activities. ESL students receive additional instruction as needed and benefit from the use of The Fundamental Five program in every classroom. Through the use of small group purposeful talk and critical writing, additional opportunities for increasing oral vocabulary and writing skills are utilized with all students, giving ESL students additional support from the teacher and peer groups.

The Accelerated Reader program is used with all students. It encourages students to meet set goals, gives teachers and parents information about the students' interests and type of texts they are reading, and the level of comprehension. Celebrations and incentives provided throughout the year keep students interested and engaged. The Accelerated Math program is also used with all students in the same way to increase understanding of math objectives. Both programs allow students to work on below grade level materials to review and reinforce foundational skills that help to close any achievement gap, on grade level materials, or above grade level materials based on their individual needs and strengths. All students go to the computer lab every day to work on individualized lessons based on their needs in online programs.

Garwood Elementary School works to provide an environment for learning and development in all areas of the curriculum. In partnership with staff, parents, the community, and district administration, they provide the needed supports for student success. An all-inclusive approach is the key to positive outcomes for their students. Because of this approach, state assessments results do not identify a significant achievement gap between the test scores of all students and any subgroup. All students are held to high levels of achievement. Failure is not an option.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Garwood Elementary School believes that providing an emotionally positive environment has been important to their success. Several of the staff members attended Garwood Elementary and almost all live in the community. All staff members know the students and parents by name and, in many cases, the grandparents as well. Students are greeted each morning as they get off the bus by the principal and librarian. The special education teacher greets students when they go to the cafeteria for breakfast. The Physical Education teacher and support staff stay with students while they wait for the first bell of the day. Teachers and support staff greet each student at the door as they enter the classroom. Students are made to feel welcomed and important. Students and staff feel safe and trust the staff at Garwood Elementary.

Learning is fun and students enjoy the school environment where they have opportunities to participate in various academic activities and challenges as well as opportunities to be recognized for academic growth. The Accelerated Reader program is used to motivate students to increase their volume of reading. The Accelerated Math program is used to improve math skills. Accelerated Reader Scholars and Accelerated Math objective winners are recognized each nine weeks and their names are included in the monthly newsletter along with the school webpage.

Demonstrating positive social behavior is important at Garwood Elementary school. An outstanding citizen is selected from each grade and announced each nine weeks period. This student must be someone who has demonstrated character qualities through helping others, showing respect to teachers, their peers, and all staff members, and serve as a good role model through their behavior and work habits. The Garwood Student Council works to give back to the community. They are responsible for updating the school marquee with relevant information. They collect Box Tops for Education. They organize and facilitate a canned food drive in the fall, a toy drive for needy families, and a book drive to provide books to every student.

Garwood Elementary also works to ensure a positive, caring environment for teachers and staff. The principal supports the teachers and is open to their suggestions and/or concerns, working to provide needed assistance and materials when necessary. Teachers are treated with respect and their input is valued. Staff members are comfortable with each other and work collaboratively to improve the school for themselves and their students. They have pride for and ownership of each student on the campus, not just the students in their classroom. Staff is recognized during Teacher Appreciation Week and throughout the year with goodies and gifts from the principal, district administration and the School Board, and the Garwood Association of Parents (GAP). Teachers feel valued and supported because they are able to have a relationship with the principal that makes them feel their life outside of school also is important.

2. Engaging Families and Community:

Engaging families and the community in the educational process of students at Garwood Elementary School is important to the schools success. One of the most important strategies used by Garwood Elementary School that has proven to be successful is communication. The school year begins with a Meet the Teacher night. Teachers begin the process of establishing strong relationships with parents by sharing classroom expectations, student goals, and critical testing information. Online sources such as the campus website and Facebook page provide parents and the community with information about school events, the calendar, and campus policies and procedures. Parents can receive immediate notification through an all call phone system when necessary. A monthly newsletter is sent home to all parents and posted on the campus website. Parents and community members are included on the District and Campus Based Improvement Teams where information is shared and their input and suggestions are valued in setting annual goals for the campus. An Open House is held during Public Education Week, the Christmas program is attended by families and community members, and Grandparents' Week lunches are a popular event. Parents are encouraged to attend school parties. The end of year award assembly is heavily attended. Review of sign-in sheets shows that those students that have had parents regular attend school functions are

two times more likely to be on grade level in core academic subjects. Students' academic progress is shared frequently with parents throughout the school year. Teachers' schedules, email address, and contact information are shared with parents to encourage additional conferences and communication if needed. Mid-marking period reports for all students go out and report cards are sent home each nine weeks period. Parents have access to the online grading system. Student progress is measured through benchmarks and online testing and assessment results are shared with parents in report format.

Garwood Elementary School is the heart of the community. In order for students to be successful in school it is important for them to experience activities in the community in which they can understand what success is. The campus facilities are open to many outside functions, meetings, and practices. The local 4H and FFA as well as other after school opportunities including a drama club, signup for little league sports, free throw contest, and art lessons are offered to students. Garwood students participate in the Colorado County Fair, the Soil and Water Conservation poster contest, and the Houston Livestock and Rodeo art competition. Grades Kindergarten through second take a field trip to the Fire Department and grades kindergarten through fifth take a trip to the local library to promote a summer reading program. Third grade and fifth grade students attend Ag Day provided by Farm Bureau.

It is important that students are recognized and rewarded for success in school. The campus receives community support from local businesses through donations for student rewards, incentive meals, appreciation gifts for teachers, and additional needed supplies. A local Foundation grant buys school supplies for all students on the campus. The Lower Colorado River Authority paid for and installed the playground equipment on the campus. The Garwood Association of Parents (GAP) is the campus PTO organization. They work to support the campus, administration, and staff by holding fundraisers to secure additional needed materials, providing refreshments at campus functions, paying for school field trips, and serving as volunteers when needed.

3. Professional Development:

Professional development for Garwood Elementary is meant to assist teachers and staff in improving their content knowledge, competence, skill, and effectiveness in meeting the needs of the diverse learners on the campus. At the beginning of each year and throughout the year, several district-wide sessions are organized and attended by all six campuses in RCISD. These sessions are based on required state and federal topics, disaggregated data from assessments, annual goals identified from teachers' input serving on district improvement teams, and feedback from principals who conduct walkthroughs and do formal observations with teachers on their campuses. Throughout the year, staff meets with the Assistant Superintendent for Curriculum and Instruction to ensure vertical and horizontal alignment of the Texas Essential Knowledge and Skills (TEKS), to disaggregate assessment data in order to make instructional changes and adjustments, and to increase their overall knowledge of the intended level of expectation of the TEKS. Because classrooms are self-contained at Garwood and there is only one section of each grade level, teachers must be knowledgeable of all TEKS in the core areas as well as fine arts and computer literacy.

Campus professional development is determined by the principal with input from teachers looking to increase core content area knowledge, add a variety of instructional practices, and to differentiate instruction to meet the diverse needs of students and special populations. It was determined that more training was needed to improve writing scores and campus safety. Teachers attended staff development opportunities at the Region Service Center, content area conferences and training's, and conducted online training's through the EduHero system. They then disseminated the information to other staff members and shared ideas for implementation in the classrooms. Teachers who are experiencing success with certain strategies provide training to other teachers on the campus. Teachers are encouraged to observe each other as they teach.

To aide in the development of teacher leaders, one teacher on the campus was enrolled in a Teacher Leader training program through the Region Service Center, funded by the district for five teachers. Each teacher had to develop a campus project. The Garwood teacher partnered with two teachers from the other elementary campuses in the district to organize a career fair in conjunction with the district's Career and Technology Education and Science Expo.

At Garwood Elementary, every staff member has a variety of opportunities for professional development. Continuing education is a vital part of our professional development as the district feels this is the best way to stay current on the latest research-based instructional strategies for meeting diverse students' and special populations' needs on the campus. By working together to learn new information and develop new skills, teachers develop leadership skills, work collaboratively, and maximize the time and resources available on such a small campus.

4. School Leadership:

The administration, teachers, and students of Garwood Elementary lead by example. The campus principal has worked to cultivate this atmosphere for ten years. He is invested in the learning process by supporting student discipline, being a University Interscholastic League (UIL) coach, listening to students read, and helping students with classwork and homework. It is not uncommon to see the principal covering classrooms, assisting with cafeteria duty, administering tests to individuals or small groups, standing outside to greet or send off students, or doing building maintenance repairs. He collaborates with staff through informal meetings to problem solve and determine how to best serve individual students socially, emotionally, and academically. The principal conducts walk-throughs with feedback, reviews teacher lesson plans, and conducts formal observations. Afterwards, he provides constructive criticism to teachers to improve teaching skills. This type of leadership builds trust among staff and students while demonstrating the expectation of hard work.

Garwood Elementary is served by a part-time counselor two days a week. The counselor's leadership role is to provide a proactive guidance and counseling program for all students to maximize academics and to ensure personal growth and well-being. She can be observed leading discussions in classrooms about academics and personal growth once a week. She orders and organizes state assessment materials and develops schedules and procedures that ensure a positive testing environment. She coordinates monthly programs for students with the state law enforcement agency concerning safety and security.

Garwood Elementary teachers lead in the classroom daily by encouraging and challenging students to do their best. They lead the students to become independent thinkers and to undertake the leadership role in group activities. Students work on leadership skills with peers by conducting experiments, creating science models, and by collaborating on assignments. Teachers also demonstrate leadership skills when conferencing with parents about their child's successes and challenges. They lead the collaboration with parents to ensure that best practices for the child are utilized. Finally, Garwood Elementary teachers use leadership skills when conducting presentations and discussions with coworkers concerning workshops and skills obtained.

The Student Leadership Council members at Garwood Elementary serve as ambassadors for the school while demonstrating leadership skills to the student body. Composed of three fourth graders and three fifth graders selected by their peers, these students are responsible for numerous coveted tasks. Each month, one of these student leaders is assigned to conduct morning announcements and create two bulletin boards to inspire students and teachers. They assist fellow students daily as a homework helper before school begins.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Garwood Elementary School has worked with determination and high expectations to establish a safe learning community for students. Teachers work collaboratively to plan quality instruction for each student based on performance data and identified needs. Campus staff have implemented The Fundamental Five: The Formula for Quality Instruction by Sean Cain and Mike Laird, an instructional strategy that has made an impact on instruction and student success.

Implementation of the five step process was started campus-wide in during the 2015-16 school year. The five step process includes framing the lesson, working in the power zone, frequent small group purposeful talk, recognize and reinforce, and writing critically. Training was provided to the campus principal who then presented the training to the campus staff. Expectations were clearly communicated with staff. Teachers were held accountable for implementation through lesson plans documenting the steps and frequent walk-throughs by the campus principal to witness the steps being utilized in classrooms. Teachers work together and support each other in the process by sharing ideas and activities. Teachers are recognized for their efforts in various ways, including being mentioned in the weekly campus memo or newsletter.

The use of Fundamental Five strategies has improved performance for every type, age, and group of students in every subject area. It helps to engage struggling students by addressing many RTI Tier One concerns. Students know at the beginning of the lesson what they will learn and how they will be expected to show the learning. The students are demonstrating more confidence because they understand what is being expected of them. On task behavior and retention of skills learned has increased. Students work in small groups and verbalize lesson concepts, increasing opportunities to use academic vocabulary. Critical writing reinforces retention for every level of student. It assists academically stronger students to achieve at higher levels. It has helped teachers improve the rigor and relevance of instruction.

Student performance results from the State assessments have continued to grow over the years since the implementation of Fundamental Five. Results from 2016-17 state accountability show Garwood Met Standard and received Distinction Designations in Academic Achievement in Mathematics, Academic Achievement in Science, Top twenty five Percent: Closing Performance Gaps, and Post-secondary Readiness. Results from the 2017-18 school year show Garwood Met Standard and were awarded Distinction Designations for Academic Achievement in ELA/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Top twenty five Percent: Comparative Academic Growth, Top twenty five Percent: Comparative Closing the Gaps, and Postsecondary Readiness.