

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 Mrs. Alma Gonzalez

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

Official School Name Anita T. Dovalina Elementary School

(As it should appear in the official records)

School Mailing Address 1700 West Anna Avenue

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

Laredo City TX State 78040-4701 Zip Code+4 (9 digits total)

County Webb County

Telephone (956) 273-3320

Fax (956) 273-3395

Web site/URL http://dovalinaes.elisd.org/

E-mail kpena@laredoisd.org

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*Dr. Sylvia Guerra Rios

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail sgrios@laredoisd.org

District Name Laredo Independent School District Tel. (956) 273-1000

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. Hector J. Garcia

(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):
- 20 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 29 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	43	42	85
K	22	31	53
1	30	33	63
2	33	35	68
3	30	39	69
4	36	32	68
5	38	27	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	232	239	471

*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
 - 0 % Black or African American
 - 100 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0 % 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 2017 – 2018 school year: 13%

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	47
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	65
(4) Total number of students in the school as of October 1, 2017	509
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 73 %
346 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: 451

8. Students receiving special education services: 7 %
34 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>9</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>9</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: 3
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., school 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 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	97%	98%	97%	96%	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.

ATD's mission is to provide a competitive education preparing students for higher education in a nurturing environment that promotes student engagement, accountability, and collaboration to ensure student achievement.

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

Established in 1983 Anita T. Dovalina Elementary (ATD) is located on the Rio Grande River banks along the southern Mexican American border. ATD sits on historical Fort McIntosh established in the aftermath of the Mexican War and abandoned after World War II. Today, ATD shows no signs of abandonment and can be found thriving between overpass bridges and railroad tracks in a neighborhood known as “La Ladrillera” which was nicknamed after Laredo Brick Co. in the 1950s. ATD provides quality education to low socio-economic, limited English, and at-risk Hispanic first and second generation immigrants. Wooden homes house families of multiple generations and illustrate a neighborhood living below the poverty line. Consequently, most if not all area students qualify for free and reduced school lunch. The struggle to afford living commodities such as running water, electricity, food, and clothes are a daily challenge for ATD families. Our school culture ensures our students feel safe and welcomed by offering them a warm breakfast, lunch, dinner, counseling, clothing, and health referrals.

In 2010, ATD was identified as underperforming by the Texas Education Agency (TEA) for not having met the Adequate Yearly Progress (AYP) established by the Federal Government. This brought about transferring of some teachers and administrators to other campuses. In October of 2015, ATD adopted the philosophy of Vince Lombardi implementing his values of commitment, discipline, excellence, mental toughness, habit, passion, results, faith, and truth for all throughout the school. These values are instilled in staff and students through consistent modeling of exemplar behaviors and high expectations. These building blocks have led to success and aspirations of continuous improvements in closing the achievement gap of students. ATD has achieved three years of continuous academic improvements in reading, math, writing, and science and ranks amongst the top five elementary schools citywide. These academic improvements have brought about 21st century student leaders, digital learners, and career, college, and military readiness (CCMR) students. In August of 2016, ATD reached a milestone when the school caught the attention of regional districts and local campuses who requested to visit and learn about best instructional practices that yield high performing students. ATD services students from prekindergarten 3 to 5th grade.

ATD facilitates English language acquisition to recent immigrants and recent English Learners (EL) by implementing a Transitional Bilingual Early Exit Program Model. Students are provided with rich English instruction in every content and are supported through sheltered instruction strategies and conceptual refinements. The goal of the Bilingual Program is for EL students to become competent in listening, speaking, reading and writing in English in order to meet state and national standards, graduate from high school, and continue to college or post-secondary education. In the last 3 years, ATD has met and surpassed the state’s performance rate for Texas English Language Proficiency Assessment System (TELPAS). Rigorous bilingual instruction is aligned to State of Texas Assessment for Academic Readiness (STAAR) and provided to students for content knowledge acquisition.

Focusing on values of habit and passion, ATD aims to develop the whole child by guiding students to maximize their full academic, emotional, physical, social, and cultural development. ATD builds on students’ rich family culture and traditions by acknowledging cultural activities such as “matachines” performing ritual dances, family “carne asada” cook outs, and holiday posadas. In order to broaden student experiences, ATD reaches out to community leaders and higher learning institutions to provide students with field trips and presentations throughout the year. It is not uncommon to see the city Mayor visiting classrooms, holding discussions, or participating in career day with other law enforcement representatives. Student leadership is developed through partnerships with the Junior Achievement Program, Superintendent Advisory Committee, Child Nutrition Program Menu Advisory Committee, National Honor Society, and Girl Scouts. ATD students have been successful in University Interscholastic League (UIL), chess, technology club, reading challenges, reading projects, gifted and talented presentations, as well as spelling bee contests, choir, and book fairs. Learning about chess strategies, academic discipline, and technology enhances the academic success of students. Developing students physically is also essential in the development of the whole child and ATD instills self-motivation and discipline by providing local Boys and Girls Club sports opportunities. Students challenge themselves through numerous competitive sports: cross country, volleyball, track, basketball, football, soccer, swimming, and cheerleading.

The values of commitment, discipline, excellence, and mental toughness of “Ladrillera” students, staff, and parents and the fruits of their labor are showcased with academic distinctions starting in 2016-2017 scholastic school year. Although students live in substandard housing and parents struggle to provide basic living commodities, they have proven that location does not determine their destination. ATD provides best educational practices that close achievement gaps and are rigorous enough to garner a combined total of 9 academic distinctions from TEA and be nominated as a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

ATD provides students in kindergarten through 2nd grade with 120 minutes of daily reading and writing instruction, while students in grades 3rd-5th receive 90 minutes. The English Language Arts and Reading curriculum is aligned to the Texas Essential Knowledge and Skills (TEKS), English Language Proficiency Standards (ELPS), and College and Career Readiness Standards (CCRS) focusing on the listening, speaking, reading, and writing skills. These skills support the acquisition of reading phonemic awareness, phonics, vocabulary, fluency, and comprehension which solidify the building blocks of literacy. ATD further develops critical thinking by strengthening visualization, inferencing, summarization, prediction, connection, and questioning skills. All students from kindergarten to 5th grade are provided with small group and individual instruction. Interventions and instructional acceleration opportunities are available to ensure all student academic needs are addressed. Furthermore, ATD provides daily guided reading instruction for students to address student literacy needs and develop fluency and comprehension. In addition, ATD is committed to developing fluent writers by incorporating student reflections in other content areas. Opportunities for writing are provided to students through journals, essays contests, grammar instruction, and writing peer reviews. Every Tuesday, students engage in TELPAS writing where teachers use Performance Level Descriptors (PLDs) to gauge the students' writing level. ATD embodies a culture of literacy by having students in all grade levels participate in writing contests, reading projects, journal reflections, and essay development through critical writing camps. English language acquisition is supported through sheltered instruction and students are encouraged to participate in public speaking events, newscasts, and poetry reading to fine tune their English speaking skills. Teachers use formal and informal assessments to identify each student's reading level, strengths and needs in order to develop a prescriptive plan of improvement for every student. ATD strongly focuses on guided reading and balanced literacy to ensure every student's needs are addressed and met.

1b. Mathematics:

ATD's mathematic instructional approach encourages all students to engage in purposeful and relevant instruction providing problem solving practices that lead students to achieve the highest cognitive levels of learning. ATD students are guided to use mathematical processes to acquire and demonstrate mathematical understanding by applying mathematics to problems in everyday life: measuring campus hallways, outdoor patios, and manipulatives. Students are provided with guided instruction and opportunities for instructional dialogue to reinforce real-life connections. ATD teachers deliver instruction using academic vocabulary and Socratic dialogue with students to identify ways math is used in their daily lives. Mathematic instruction focuses on problem-solving models that incorporate analyzing information, formulating plans and strategies to determine a solution, and evaluating problem solving processes. Through use of manipulatives and measurements, students are guided to analyze a multi-step problem and find solutions. Small group and individual instruction is provided to all students to encourage higher order thinking skills and scaffold learning. Math learning centers are used as a means to differentiate instruction. Students are encouraged to use paper and pencil, manipulatives, mental math, as well as technology to problem solve. Structured and consistent mathematic instructional practices at ATD are recognized and reinforced through best practices so all students receive rigorous and relevant lessons. Communication of ideas, reasoning, and usage of multiple mathematical representation is required in the creation, organization, and recording of results. Students use math journals to record results and reinforce mathematical writing skills. Instructional interventions and acceleration of instruction are consistently provided to students to build math fluency and mastery. At ATD, understanding mathematical relationships, communicating orally and in writing with proper mathematical academic vocabulary is part of everyday instruction that aims to develop strong mathematical writers and critical thinkers.

1c. Science:

ATD's science curriculum is focused deliberately on awakening curiosity and observation throughout the study of scientific investigation and reasoning through daily 60 minute instruction that incorporates the 5E Model and an exploratory approach, ATD students engage in investigating, creating, hypothesizing, and formulating conclusions. Whether it is matter and energy, force, motion, Earth, space, organisms, or environment, students are always inquisitive and exploring science through hands-on experiences, field trips, nature walks, technology programs, and real-life experiences. For example, students' learning is extended outside the classroom by attending field trips to local museums to learn about local habitats, native plants and animal species, space, and water quality. Teachers working in the power zone actively engage students by asking probing questions, encouraging development of solutions, and exploration of students' surroundings. Students use science journals to document the scientific method process and graph their findings using mathematical skills and multiple representations. Teachers frame the lesson by providing students with hands-on scientific investigations and students use critical thinking skills to report observations and data collected. In learning about life science, students actively engage in a local recycling fair where they experience and learn how trash is reused and recycled. In addition, students report observations, experiences, and data through the use of graphic organizers, classroom presentations, show-and-tell models, and science projects. ATD science program uses cooperative learning and student collaboration to guide students through scientific processes, inquiry methods, and scientific tools. Teachers provide visuals and models for students to address major science concepts and vocabulary. Differentiated instruction is provided through kinesthetic and visual learning styles to meet the needs of all diverse learners ensuring all students awaken their curiosity and scientific reasoning.

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

The social studies curriculum at ATD is an integrated curriculum that prepares students to become responsible citizens in society. The curriculum is aligned to the TEKS and CCRS introducing significant concepts and generalizations from history, geography, economics, government, citizenship, culture and other social sciences. Students learn about geographical locations of countries, societies, and cultures through book readings, writing pieces, maps, atlases, field trips, educational videos, visual literacy, and city-wide George Washington's Birthday Celebration participation. ATD provides students with 30 minute instruction emphasizing families, homes, schools, neighborhoods, and communities' history. In the classroom, students read and write about contemporary local, national, and state affairs affecting them. Students exercise freedom of speech through critical writing pieces where they defend positions and views on issues relevant to them. Through writing and speaking, students voice political points of views engaging in dialogues that drive historical insights, perspectives, and expression of beliefs. All students are provided with civic opportunities and real-life experiences. Encouraging civic duties early on, kindergarten students are guided to partake in mock elections in classrooms in conjunction with local, state, and national elections. Through debates, newspapers, and televised broadcasts students build historical awareness and internalize the impacts of the nation's political stance. Furthermore, students are provided with opportunities to engage in events where they are able to experience historical music, attire, elections, court proceedings, and dance traditions. For example, students dress up as presidents, musicians, community leaders, scientists, sing popular songs, and attend "classroom in the court" proceedings. ATD develops students' critical thinking by having students read and write to analyze text, photo captions, and news articles of historical events. Lastly, the intentional purpose of social studies curriculum is to empower students to understand, participate, and make informed decisions about citizen roles in the community and civic responsibility.

1e. For secondary schools:

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

ATD's full-day preschool program builds social, emotional, physical, and cognitive development for three and four year old. ATD's Early Childhood Center (ECC) instruction is aligned to the Texas Prekindergarten Guidelines. Learning occurs through Pretend/Play, ABC, Math, Creativity, Library, Writing, Construction, and Technology centers. Progress monitoring assessments are used to ensure students are ready for primary grades. Data from these assessments is used to drive instruction and meet student needs. Teachers attend

trainings and engage in vertical planning with teachers in kindergarten-3rd grade. ATD's focus on early literacy provides students with opportunities for school readiness and transition to primary grades inspiring them to love reading, develop their social-emotional potential, and acquire other content skills necessary for a successful education career.

2. Other Curriculum Areas:

As required by the TEKS, ATD's fine arts curriculum incorporates studies that promote healthy habits through artistic expression, music, physical education, and health lessons. The development of individual expression and artistic talents begins in preschool and ends in 5th grade. In music, ATD embeds music lessons in grades kindergarten through 5th once a week for 45 minutes. Students learn the basics of music instruments and beats through rhythms, tempos, and pitches. Moreover, students learn to identify and understand how to use and read music notes. Students who wish to pursue a deeper knowledge participate in Choir Club staying after school four days out of the week. Students exhibit learned skills in district concerts and campus events singing songs such as "Cielito Lindo" and "The Star Spangled Banner" where they demonstrate new learned rhythms. Students also learn to identify tempo and differentiate between andante and ritardando in order to compete in UIL music memory where students receive medals for skills. Lastly, students in every grade level engage in a variety of cultural/seasonal songs during the celebratory events at school.

Through physical education (PE) classes, ATD addresses fitness principles and promotes active and healthy lifestyles. Daily 45 minute instruction is aligned to TEKS and reinforces skills geared to meet the needs of diverse learners. A multidisciplinary instructional approach integrates social studies, writing, reading, health and math into physical education lessons providing opportunities for students to use prior knowledge and experiences to understand sport history, current events, and player salaries. For example, dialogue is used to discuss how the San Antonio Spurs basketball players made the sport a career and how much they earn for their skills. Through dialogue, practice, and physical activity students acquire vocabulary and fundamental skills that help develop healthy habits and active lifestyles. In addition, students in 2nd-5th grade have opportunities to participate in cross country meets, flag football, basketball, swimming, and volleyball. To measure the physical abilities and track the fitness progress, students are given the Texas Fitnessgram Assessment. This tool is used at the beginning, middle, and end of the year to monitor student improvements in endurance, strength, flexibility, and body composition.

Healthy choice making is promoted year round at ATD. Through health lessons and campus events, students engage in making healthy choices. Health standards are introduced in pre-kindergarten and in collaboration with Webb County Head Start. In the classroom, teachers discuss food nutritional facts and students learn how to read and understand food labels. Campus events such as Red Ribbon Week and the Sheriff's McGruff Show provide students with knowledge of what is healthy and unhealthy. Furthermore, community agencies are invited to provide preventive health check-ups to students. Miles for Smiles provides preventive dental care to students in pre-kindergarten to 3rd grade. ATD focuses on providing health and nutrition information to all students and families through the Discover MyPlate reading program. This program is composed of six easy read books of protein foods, vegetables, my plate meals, grains, fruits and dairy information. Students are also provided with opportunities to eat healthy foods through the Fresh Fruit and Vegetable Program (FFVP) where they learn and eat all types of native fruits and vegetables. ATD allots opportunities for all students to stay fit and make healthy choices to live a vigorous life.

The integration of technology is used to address the diverse learning styles of students and develop digital learners. Technology is an integral part of ATD's instructional programs and supports student learning. As required by the Technology Application (TA) TEKS, technology lessons are integrated into core subject areas in grades pre-kindergarten through 5th grade. Each grade level has a classroom set of interactive touch pads which students use on a daily basis through regular instruction. In addition, students visit computer labs twice a week for one hour to address TA TEKS. During computer lab time, students learn online features, basic hardware and software applications, and internet safety and compliance. Students use TA skills when engaging in coding and robotics clubs, participating in a technology expo, and when recording daily announcements via live video streaming. Students and teachers are supported by a digital learning specialist who provides trainings, modeling, assistance with lesson planning, and club sponsorships.

3. Special Populations:

ATD provides students with rigorous and prescriptive instruction aligned to the TEKS, ELPS, and CCRS. The academic and cultural uniqueness of students constitute the need for differentiated instruction, interventions, and academic acceleration. ATD uses Response to Intervention (RTI) to identify students who need extra support, plan for differentiated instruction, and interventions. Purposeful, data-driven planning is used to inform instruction. Through this process teachers unpack skills, examine the depth of knowledge of each skill, and provide differentiated instruction. In addition, through small group and prescriptive learning centers teachers provide students with instruction that meets student needs. Students are expected to know and use prior year assessment data to establish yearly CCRS goals. Subsequently, ATD students develop a continuous academic growth mindset that allows them to reach high cognitive levels of thought and language proficiency.

All At-Risk (AR), Special Education (SE), English Learners (EL), Gifted and Talented (GT), and Economically Disadvantaged (ED) students receive 30 minute interventions embedded in instructional daily schedules. These interventions are designed to close achievement gaps by reinforcing student language and academic skills through individualized assistance. After each content block, students use an individual data portfolio to guide them to an intervention group or learning center that meet specific needs, either for STAAR or TELPAS. In addition, language development support is provided to students through listening centers, writing centers, and classroom dialogue. Furthermore, students practice ELPS on a daily basis through scaffolded instruction, project based learning, prescriptive support, targeted interventions, and accelerated instruction. Aiming to close achievement gaps in STAAR and TELPAS, each student's academic need is addressed through this intervention block. ATD staff work relentlessly to provide students with interventions through small groups, one-on-one instruction, learning centers, and computerized intervention programs. GT students requiring accelerated instruction are provided with enrichment project opportunities in reading, math, science, and technology. Through this, GT students are able to compete in science fair, technology expos, reading fairs, UIL, and robotics throughout the school year.

To measure the effectiveness of interventions and accelerations and ensure all students are reaching CCRS goals, ATD closely monitors the delivery of instruction, interventions, and assessment results through the acquisition of artifacts. Parent conferences, RTI documentation, report cards, counselor/behavioral referrals, prior schooling documentation, and progress monitoring forms, among other things, are used to assess the academic progress of students. ATD strives to continuously close academic gaps among all subgroups by providing targeted and effective intervention programs that are aligned to state curriculum. At the beginning of the school year, students are provided with an individual data portfolio. After every assessment student data portfolios are updated and teachers identify pathways for student support. Students use the data portfolio reports to identify their lowest performance skill for each content and focus on strengthening those skills through daily intervention blocks. The school uses data from a variety of sources such as TELPAS, STAAR, Curriculum Based Assessments (CBAs), and other formal/informal assessments to identify instructional areas of need and direct instruction planning.

ATD is committed to provide every student with intentional, prescriptive, and differentiated instruction. This commitment extends beyond best instructional practices as the goal is for every student to have an opportunity to engage in meaningful learning and take ownership of their learning. Therefore, in the classroom teachers deliver instruction that embeds accommodations and modifications identified in students' Individual Education Plan (IEP). Every student is expected to be knowledgeable of their personalized education plan, academic potential, and individual assessment goal. After each assessment a "data day" is designated to dialogue with students on their progress, show them how to interpret assessment data, and identify areas of strength and need. Thereafter, all teachers and support staff work in unison to provide students with academic support through tutorials. When planning tutorials, teacher instructional strengths are considered when assigning a student group. Student groups are assigned to teachers based on their collective needs and level of support required. Student needs and teacher strengths are aligned to ensure the students are provided with rigorous and meaningful instruction.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

ATD believes in providing students with a globally competitive education and instilling a passion for learning. Academic, social, and emotional needs of teachers and students are addressed in a safe, nurturing environment. Values of teamwork, discipline, and academic excellence are recognized and celebrated. ATD challenges staff and students through a culture of high expectations, educational opportunities, and academic excellence recognitions.

In the morning, ATD staff open car doors and students are greeted at the entrance door by the school counselor. As they walk in, cafeteria staff provides students with a breakfast grab-n-go meal. In addition, the parent liaison and office clerks work in unison to identify social and emotional needs of students upon arrival. Students arriving hungry, upset, crying, or in need of clothing are immediately attended by school nurse and their needs are met. Teachers are cognizant of the emotional and social challenges students face and provide a welcoming climate rooted in high expectations. For example, students who participate in National Honor Society are required to maintain high grades and have community service hours. Students' social and academic growth is supported through participation in chess, UIL, robotics, technology expos, and spelling bee.

ATD fosters a culture of support and continuous professional growth for teachers through local staff developments, state/national conferences, peer campus visits, content academies, and leadership presentations. Professional staff developments are tailored to meet teachers' needs and tools are provided to support academic, social, and emotional growth of students. For example, teachers merge their existing instructional practices and enhance their pedagogy with innovative practices acquired. Administration team practices an "open door policy" and administrators are always available to provide personal and academic support to teachers in a time of need. ATD faculty is consistently recognized and valued for their teamwork and discipline. During "Teacher Appreciation Week" ATD faculty is provided with meals, gifts, spa time, and award recognitions. Christmas and Thanksgiving luncheons are planned events that recognize and thank all staff members for their hard work and contributions to increase student success.

ATD provides opportunities for students and staff to flourish, compete, and succeed through the continuous use of motivation, incentives and tokens of appreciation. ATD fosters positive relationships between students and staff through school assemblies, field trips, field days, award ceremonies, pizza parties, raspa days, and popcorn treats. Furthermore, students and staff are motivated to excel academically by recognizing and celebrating accomplishments through social media, webpage shout-outs, nominations, and school news broadcasts. Student and school successes provide a positive school culture and climate that enhances academic, social, and emotional growth for all.

2. Engaging Families and Community:

Students and staff at ATD are encouraged to strive for the highest achievements and recognitions in all areas: academics, extra-curricular and parent/community involvement through teamwork and dedication. By involving all stakeholders, ATD strives to create opportunities for improvement, success and enrichment of students. As student success increases, the campus perception improves impacting the school's overall performance. Working in unison, ATD engages families and community members to support student success.

Students have participated and placed in city-wide essay and poetry contests, sports events, and parades. In these contests and events, students practice and improve academic grit through competition. ATD enriches students' success through community involvement and participation. Community involvement is reflected through opportunities such as careers on wheels, career day, book clubs with local judges, classroom in the court, Junior Achievement, and Superintendent's Student Advisory Council. In addition, ATD provides opportunities to interact with community agencies and entities through Red Ribbon Week, Pennies for Tennis, Relay for Life, United Way, and National Honor Society volunteering opportunities. Through these

opportunities ATD students develop academic excellence and leadership qualities observed in role modeling of community leaders. Community organizations such as Coat Them with Love, Angel of Hope, Noon Optimist, L&F Distributors in conjunction with the Oil Dippers, and Blue Santa provide donations to students encouraging them to stay in school and excel academically. Through donated school supplies, jackets, and Christmas gifts students are motivated to pursue and maintain high levels of academic excellence.

Every school year begins with a community walk by ATD faculty. Teachers and staff walk the “Ladrillera” neighborhood to provide back-to-school reminders to students and parents. Parents are invited to attend monthly meetings, assessment informational meetings and school celebratory events. ATD is recognized for having the most parent volunteers and most volunteer hours. Parents are encouraged to attend parenting classes that assist with English language, technology, and parenting skills. Parental involvement is continuous and support is provided to help their children with homework and/or projects at home. Ongoing communication with families and community members are made in part through monthly newsletters, calendars, and campus websites. School improvement initiatives are communicated to parents asking for their support in student success initiatives. Parents are involved in celebrating their child(ren)’s achievements and successes through awards ceremonies, reading nights, kindergarten graduation, and student field trips. ATD attributes its academic success in part to community and parental involvement.

3. Professional Development:

Professional development (PD) is an essential aspect of instruction and learning at ATD. Throughout the year, ATD staff attends local, regional and state staff developments providing continuous learning opportunities that nurture teacher professional growth. The approach taken for professional development is based on ATD’s comprehensive needs assessments. The needs assessment is aligned to the campus improvement plan and determines the areas of PD needed for teachers and staff.

Professional development for leadership and teachers focuses on topics supporting the implementation of TEKS and ELPS through the 5E model, fundamental instructional practices, classroom management, creation of positive partnerships, and various instructional methodologies (i.e., differentiated instruction, learning centers, and small groupings). PD opportunities within the district are tiered to building upon prior trainings allowing leadership and teachers to implement instructional programs and be fully knowledgeable with the processes. For example, leadership and teachers receive training in unpacking TEKS and use this knowledge to teach skills and deliver in depth instruction. Furthermore, teachers are to provide instructional evidence of acquired knowledge during Professional Learning Committees (PLCs). Leadership uses data to measure effectiveness of PD provided, and in turn, decide its effectiveness in addressing teachers’ professional growth, instructional needs, and student learning.

The use of technology is an important component in ATD’s professional development. ATD seeks to find new and innovative practices that prepare students for the technological demands of the 21st century. Teachers and staff receive rigorous trainings on the usage of SMART boards, use of web-based platform programs, and classroom audio recorders. Furthermore, throughout the year, teachers complete a minimum of 21 hours of technology PD, through the use of web-based training or one-on-one trainings provided by the campus digital specialist.

The leadership team receives data disaggregation training and further develops teachers by modeling data disaggregation during PLCs. During PLCs, teachers are provided with instructional support, data analysis, and instructional planning guidance. Once instructional information is disseminated, planning days are scheduled for core subject data reviews and student intervention reviews in reading, math, writing and science. During these planning days, teachers make data-driven analysis and decisions to drive and plan instruction addressing student needs. To improve teacher retention and growth, new teachers are paired with a mentor within the same grade level or content to make the planning process easier, collaboration more effective, and ensure their growth. The continuous development of leadership and teacher capacity has helped students successfully meet local, state and federal assessment mandates.

4. School Leadership:

ATD's leadership philosophy is to create leaders that sustain student success. The principal facilitates growth and encourages teachers and other professionals to develop leadership skills through participation in campus decisions through committees. ATD's Core Leadership Team is composed of the principal, assistant principal, and campus instructional specialist.

The principal's most important role is to be an instructional leader. The creation of leaders is fine tuned through the Texas Teacher Evaluation and Support System (T-TESS) process where the teachers' professional development needs are addressed. At the beginning of each school year, the principal and assistant principal provide guidance and feedback to every teacher to assist them in the development of their professional growth plans enhanced with specific, measureable, attainable, relevant, and time bound (SMART) goals. Once growth plans are developed, teacher-administrator conferences are held to discuss expectations, goal-attainment progress, and staff developments needed to support teacher growth. The principal exercises an open-door policy being readily accessible and approachable to support the leadership development of all.

The assistant principal provides ongoing support and feedback to all stakeholders and focuses on the effectiveness of school safety, discipline, textbooks, and assessments. The assistant principal's priority is to ensure teachers have the necessary instructional resources needed to effectively implement instructional programs. For example, before the first day of school teachers have already received safety training, discipline management training, and textbooks needed for instruction. In addition, teachers are provided support in completing local and state assessment requirements. Local and state mandated trainings are provided continuously by the assistant principal ensuring teachers receive timely pertinent information and manuals.

ATD's instructional specialist researches and provides feedback on instructional programs and their alignment to teachers. The instructional specialist monitors implementation and effectiveness of programs by compiling and analyzing computer-based diagnostic reports, monitoring student running records, and providing guided reading support. The ultimate goal is for teachers to reach a level of professional leadership where collection, analyzation, and usage of data drive their instructional practice, assessment decisions, and support a campus model of continuous systemic improvement.

The Core Leadership Team works in unison and shares the responsibility to ensure all school operations are in place for student success. Stakeholders are provided with the latest educational research, best practices, and opportunities for professional leadership. ATD firmly believes in building relationships with teams, instilling passion, and developing trust to create leaders that sustain academic success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

ATD understands the undeniable link between developing the whole child and academic success. Therefore, meeting the students' social-emotional needs is ATD's primary focus. By considering the students' needs and well-being, ATD ensures students can focus on academic matters. When students need eyeglasses, they are provided with donation vouchers. Being responsive to students' basic needs provides a sense of security and love creating a safe haven for students. Working alongside educators, parents, and community members ATD aims to meet students' basic needs. ATD believes that when students' basic needs are met, high attendance rates are maintained and academic performance increases.

The most important practice at ATD is to meet the basic needs of the every student. ATD provides three (3) meals a day to all students: breakfast and lunch as part of the regular school day and supper as part of extended tutorials. ATD is determined to prevent hunger so that students can focus on academics. In addition, classroom temperatures are pleasant and adjusted depending on the weather. Students who do not have appropriate attire for the weather or have dirty uniforms are provided with clothing items. It is not unusual for staff to wash uniforms or donate jackets, shoes, or uniforms to students. Students who need basic clothing and outerwear know they only need to ask to be provided with these items. Students, in turn, feel confident, study hard, and aim to increase their academic performance.

When students need guidance with tough situations, teachers and staff provide outlets that allow students time to deal with these situations. Students are given access to sensory items, a "cool down" space, and counseling. ATD's counselor provides students with alternative coping strategies to resolve difficult situations. In addition, parents are provided with parenting classes to assist students with mental health issues at home. In collaboration with parents, students can focus on academics with minimal distractions feeling safe, secure and nurtured at school.

Students' success is a result of ATD's staff addressing students' needs and developing the whole child through emotional, social, behavioral, and intellectual support systems. In partnerships with educators, parents, and community members, students can focus on academics and be able to compete amongst the best schools in the city, state, and nation. ATD students whose needs have been met have proven to close their academic achievement gap and show growth in all grade levels and subject areas. ATD students who are present in mind and body will continue to be academically competitive scoring high in local, state, and federal accountability mandates.