

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):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	45	48	93
K	45	30	75
1	37	46	83
2	33	39	72
3	24	36	60
4	47	49	96
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	231	248	479

*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: 21%

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

Valley View North has 21% mobility rate due to the close proximity to the border with Mexico. We have many families that rent, and we have a high number of migrant students.

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	78
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	100
(4) Total number of students in the school as of October 1, 2017	479
(5) Total transferred students in row (3) divided by total students in row (4)	0.21
(6) Amount in row (5) multiplied by 100	21

6. English Language Learners (ELL) in the school: 87%
416 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: 97%
Total number students who qualify: 463

8. Students receiving special education services: 4 %
20 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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 9
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.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 16:1

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	96%	96%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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.

The mission of Valley View North is to produce responsible and productive citizens who are capable of thinking critically to solve problems in an ever changing world. Our commitment to academic excellence will be achieved by providing a system of quality education, based on appropriate curriculum, effective instruction, and family support.

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

Valley View North Elementary (VVNE) is located within two miles of the Rio Grande River, in the southernmost area of Texas, in the city of Pharr. Valley View North Elementary school was established in 1999 in the rural community of "Las Milpas" (Spanish for cornfields), to serve students from the local community, which includes many migrant families. Valley View North Elementary has successfully embraced the district theme of "One Team, One Dream." With the support of all stakeholders, VVNE achieved the A rating for high performance in each of the categories of student achievement, school progress, and closing the gaps. At VVNE, all administrators, teachers, staff, students, parents, community members, and board members work together as one team to ensure the goal that all students achieve academic success.

VVNE serves students in prekindergarten through fourth grade. The school has established programs that fill in the gaps for students who do not have sufficient food and other necessities at home. For example, VVNE provides meals during and after school, community events with free vaccines and physical exams, and classes for parents in English language acquisition and home economics. Valley View North Elementary has embraced the community's Mexican and Mexican American cultures, which have influenced how teachers connect learning experiences in the classroom to the students' daily lives. The teachers' ability to adopt such practices has demonstrated a positive impact on students' academic success and social development.

Valley View North Elementary's commitment to providing a rigorous, student-centered learning environment has assisted each child in preparing for an ever-changing world. Teachers are trained and given the necessary tools to provide all students with an equal opportunity to reach academic success. All VVNE teachers are active participants in research-based professional development and in creating the district's curriculum. In addition, systems are in place to monitor student progress and performance as well as to identify struggling students. Administrators, teachers, and parents work together to analyze the assessment data and create an individualized student action learning plan to aid struggling students to perform at an optimal level. Teachers work with targeted students on a one-on-one basis to provide additional support in academic skills and to certify that students will perform well on standardized assessments. Teachers accentuate the importance and effects of involving parents by partaking in parent-teacher meetings before, during, and after school to discuss individualized student action plans. As a result, Valley View North Elementary has achieved success by earning all possible distinctions, as measured by state assessments: Academic Achievement in Reading and Math, Top 25 percent in Comparative Academic Growth and Comparative Closing the Gaps, as well as Postsecondary Readiness.

The school implements several key strategies that support students' academic achievement, social development, emotional development, physical growth, and cultural awareness. The school impacts student academic development by aligning curriculum vertically, horizontally, and to real-world experiences, incorporating a leveled reading program and celebrating success. Emotional support is provided through weekly counseling classes that include individual sessions and the counselor-developed Daily Words of Wisdom shared during morning announcements. The school addresses students' socio-emotional needs through individualized social strategies, group counseling programs, and Response to Intervention (RTI) strategies. VVNE provides for students' physical development and nutritional needs by providing opportunities for physical activity and nutritionally well-balanced meals daily. Community events that promote physical wellness and citizenship skills include the annual Community Walk and the City of Hidalgo's Borderfest. VVNE students also participate in the University Interscholastic League (UIL), which boosts morale and encourages healthy competition while developing essential academic learning.

Cultural customs have a critical effect on the development of language and academics at VVNE. The school community celebrates multicultural activities, such as Día de la Independencia de México, Día de los Muertos, Veterans Day, Thanksgiving, Dr. Martin Luther King Jr. Day, Cinco de Mayo, and Día de las Madres. These cultural customs allow school and families to share origins of their cultures which, in turn, build a shared sense of cultural connections and community identity.

Constant communication between parents and educators has created a profound impression on the community and student achievement in the classroom. The school's successes are the outcome of the commitment of all stakeholders who have the students' best interest at heart; parents feel welcomed in the school and community. This welcoming atmosphere is an integral part of student success. VVNE regularly has activities that encourage parental involvement, such as festivals, Parent Teacher Organization (PTO) meetings, literacy nights, Donuts with Dad, and Donuts with Mom. VVNE's educational philosophy of understanding students, communicating regularly with parents, celebrating successes, building a positive learning environment, and creating professional relationships among all stakeholders is the key to success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

VVNE aligns the English language arts and reading curriculum to the Texas Essential Knowledge and Skills (TEKS). Teachers develop comprehensive, motivating, and student-centered lessons for reading and language arts in both English and Spanish to meet the needs of all students. The curriculum focuses on the five strands of reading through differentiated daily instruction. These skills further develop in the upper grades as students work with the various genres. The school's curriculum meets the needs of all students with varied instructional levels that exist in each classroom. Teachers embed reading in all content areas across the grade levels. In every classroom, vocabulary development, comprehension, and inference skills are taught daily with the use of graphic organizers, songs, and chants. Students' literacy skills are strengthened through whole-group, small-group, and individualized instruction. Teachers work diligently with students to improve their academic writing skills through peer-group editing, teacher conferences, and skill-building activities that give the students the ability to fill their toolboxes with confidence-building strategies, laying the groundwork to be successful in writing. Computer-based programs, Chromebooks, cartoon movie clips, interactive reading and language arts games are also tools used to motivate even the most reluctant learners. In addition, the district scaffolds the student's comprehension skills through the use of strategic comprehension strategies for reading and writing. Students keep interactive journals to practice their writing and reading instructional strategies, which make them accountable for their learning.

The ongoing assessment of student performance is linked closely to the instruction and curriculum activities the school has put in place. Various types of formal and informal assessments are used before, during, and after instruction and provide teachers with valuable data to inform instruction and to generate plans of action. Teachers create lesson plans that differentiate instruction based on student needs, i.e., those in danger of failing, those who need review, and those who need enrichment. Using careful analysis of academic assessments, teachers serve individual needs and monitor students with the sole purpose of reaching educational goals.

1b. Mathematics:

The TEKS are the basis for the math curriculum which aligns vertically from kindergarten through fourth grade. In kindergarten through first grade, math instruction focuses on the skills of numeracy, operations, and problem-solving. Through the use of manipulatives and hands-on activities, lessons engage students and help bridge comprehension from the concrete to the abstract level. Students gain higher-order math skills through daily instruction covering four math components: basic facts, skills, problem-solving, and concept development. The consistent use of spiraling of skills such as basic understandings in number, operations, quantitative reasoning, patterns, numerical relationships, algebraic thinking, geometry, measurement, and probability and statistics allows students to master the basics in order to perform complex mathematical operations.

Students receive study guides, spiraled reviews, and computer-based lessons during the regular class instruction and the after-school enhancement program, which have resulted in tremendous gains for all, especially the subgroups. Problem-solving strategies include open-ended and standardized test-formatted questions designed to help students develop logical reasoning. Students solve problems by analyzing information, formulating a plan, determining a solution, justifying the answer, and evaluating the problem-solving process. These strategies allow students to make connections with the use of math during their everyday lives.

Teachers administer weekly assessments to monitor student progress/mastery formally. They analyze the assessment data to differentiate instruction to meet the needs of all students. For instance, students may receive individualized instruction or may be grouped with others for targeted instruction during the regular school day and after-school tutorials. Through the use of individualized activities targeted to achieve higher

levels of student mastery, teachers work toward the goal of student academic growth from year to year.

VVNE implements the mathematics curriculum to prepare all students to be college ready. Campus administrators directly oversee the curriculum implementation and monitor the effectiveness of instructional delivery as it relates to students' mastery of state standards

1c. Science:

Valley View North's Science curriculum is aligned with state standards and targets process skills and conceptual knowledge of physical, earth, and life sciences. The curriculum is bilingual and is adapted to the needs of ELs and other special populations. Engaging online lessons complement book and lab activities to reinforce the weekly objectives. The science curriculum in the classroom and the science lab take an in-depth approach to the concepts taught through text, visuals, hands-on learning, experiments, and real-life experiences. Students learn the use of appropriate tools and safe practices through observations and investigations to learn about the natural, physical, and living environments.

Students keep science journals in the classroom and in the science lab to help them organize ideas, make charts, learn concept vocabulary, and to review for tests. All students, especially ELs, need plenty of visuals and vocabulary development; therefore, sketching and notetaking are vital. All VVNE students create models and participate in science fairs and Science, Technology, Engineering, Math (STEM) activities. By studying and handling live animals and organisms in the Science Lab, students gain an understanding of life cycles and responsibilities of caring for plants and animals. All students are further exposed to science concepts by organizations outside the school, such as a university portable planetarium. The university collaborates with the school to engage students in a visual simulation of space by way of projected videos for students of all ages. VVNE invites the mobile dairy classroom to expose students to the importance of dairy foods, food safety practices on the dairy farm, and the modern milking process. Students see how a cow is milked and develop an understanding of how dairy gets from the farm to stores and homes. Third graders participate yearly in the Cabbage Vegetable Program. Every third grader takes a cabbage plant home and observes its growth. This first-hand experience allows students to learn and appreciate where their food comes from and how to care for plants.

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

Valley View North Elementary Social Studies curriculum is aligned to the TEKS. Students build a foundation in history, geography, economics, government, citizenship, culture, science, technology, and societal and social studies skills through the use of grade-appropriate newspaper articles. The curriculum was chosen because it provides interactive lessons as well as online resources for both teachers and students. In the online newspaper article, students use the audio reader, the highlighting and annotating tool, and additional resources. They can highlight selected text in different colors and add notes making it more interactive for the students. The audio reader is an excellent resource for special populations. Teachers employ content-area literature to help students connect learning with the target objective of the week.

Furthermore, students study civic engagement by participating in democratic society activities at Valley View North Elementary. Students participate in the democratic process during student council elections. Daily, student council members and the school counselor talk to students about principles such as diligence, self-control, integrity, confidence, and respect. Teachers promote student-centered lessons and interactive activities that engage students in understanding how to be responsible citizens. For example, students have participated in activities that help the low socio-economic population in the community by sponsoring a canned food drive during holidays and helping with disaster relief for hurricane victims.

Additionally, Career Day has become an annual tradition at Valley View North Elementary. This day provides students with a dynamic and tangible experience that facilitates a connection between their academic pursuits and professional endeavors in the future. Career Day provides a platform to develop meaningful and personal relationships among students, parents, and friends. Cultural and patriotic events are embedded in the lessons and explored during Career Day to further enhance knowledge of Valley View North students' heritage.

1e. For secondary schools:

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

VVNE offers a three- and four-year-old pre-kindergarten (PK) program comprised of Spanish and English language arts, math, science, social studies, English as a second language, physical education and computer lab classes. Social and emotional well-being is addressed throughout all academic areas. The PK program prepares students for the rigors of primary school by positively impacting their academic performance. Students that attend preschool come to the early primary grades more prepared than those who do not; students already know how to read, are more independent, and are familiar with rules and routines. The PK curriculum is vertically aligned to the subsequent grade levels kindergarten through four. Longitudinal data analysis conducted by the district demonstrates that students who attend the VVNE early childhood (PK) program fare better academically in later grades than those children who do not attend the program.

2. Other Curriculum Areas:

VVNE enhances and enriches the students' learning experiences in a variety of ways. Parents and students participate in diverse activities throughout the school year. For instance, students express their artistic abilities through dance and theatrical presentations at school-wide and monthly grade-level PTO meetings, which have specific themes, such as Mexican Independence Day, Christmas, Martin Luther King, Jr. Day, and St. Valentine's Day. These events allow all grade level students to express their cultural heritages artistically. Furthermore, children continue to develop their psychomotor skills as part of their dance and theatrical presentations.

Music and tumbling activities offered to 1st through 4th-grade students complement the curriculum within the after-school program. The use of music incorporates skills that are extensions of the core curriculum areas. Using fractions and equal parts in musical notes and aligning poetry with rhythm help complement math and reading skills. Students practice tumbling four days a week for the development of psychomotor skills.

Hygiene education is a focal theme practiced throughout the year for both parents and students. The nurse incorporates health TEKS with students during physical education for all grade levels once every six weeks and conducts health and nutrition workshops at the cafeteria during monthly parent meetings.

Valley View North Elementary Library is a welcoming and culturally rich environment that has a well-stocked selection of books, periodicals, reference materials, and computer stations to facilitate research and use of the Tiger Star Reader--a district-wide reading program that fosters student reading growth. The librarian selects library resources that are available in both Spanish and English to support the school curriculum. Students read self-selected books and earn points through mastery of tests. Students who become Tiger Star Readers are presented with a certificate at the monthly School Board Meeting, and their pictures with the Board Members are posted on the District website. In addition to print material, students have access to thousands of eBooks through various online applications that are available on the school website. VVNE uses a chrome-based application which allows for a text-to-speech ability in English and Spanish for struggling students.

The library also promotes literacy through the English language arts and reading TEKS. Students in PK-3 through fourth grade visit the library at least once a week for 45 minutes. Students use library time to self-select books, explore technology applications that promote reading and literacy, and listen to oral readings of age-appropriate stories. The library is also open before school begins every morning, and parents are encouraged to join their children for reading activities and to select books to take home. Library staff is available to meet parents during Meet the Teacher Night and Open House. They organize reading activities honoring Read Across America and Dr. Seuss's birthday on March 2. Collaborating with the school parental liaison, the librarian promotes literacy at the parent meetings and encourages parents to help their children build home libraries. The librarian also speaks with parents regarding their children's use of social media and

the dangers of cyberbullying. Local businesses also support the school library by sponsoring the Commercial Restaurant Book Program, which rewards students for earning pre-designated grade-level points for their reading activities. Rewards include field trips, medals, and gift baskets. Parents are encouraged to attend the field trips with their children; other rewards are presented at the end-of-year awards assembly, which parents are also encouraged to attend.

VVNE also creates partnerships with local service organizations to promote literacy programs. For example, one club provides third-grade students with dictionaries. UIL (University Interscholastic League) enhances core curriculum areas and promotes student participation in Math, Reading, Writing, and oral language skills. The students maintain a constant weekly practice with their coaches to prepare for fall and spring intra-district competitions. The practice includes mathematical ability, reasoning, and problem-solving. It also includes the interpretation of poetry and declamation, which improves the students' oral skills. Furthermore, UIL participation promotes reading and comprehension ability during timed practices. Consequently, it expands the students' cognitive skills and abilities.

Other programs from local universities provide summer camps and engineering events which give students opportunities to meet students from other schools and work on engineering projects together. The school participates in an imaginative and dynamic event program which allows students to work together to solve a variety of challenges that include the use of math, engineering, and team building skills. Students participate in an intra-district competition as well as a regional tournament.

3. Special Populations:

At Valley View North Elementary, the staff sets high expectations for students, and they also strive to create a non-threatening environment that encourages risk-taking and critical thinking by implementing activities which promote active student engagement. For special population subgroups, the school utilizes many strategies and programs to scaffold learning and close the achievement gap.

VVNE uses specific data, such as beginning-, middle- and end-of-the-year standardized and teacher-created reading and math assessments. Every three weeks, students are administered fluency assessments to track their growth and to identify those students who are at risk of failing. Teachers use the results of these assessments to plan instruction for special populations and to provide them with resources that are tailored to meet their needs. Instruction for special education students is based on students' strengths and needs according to the individualized education plan. Teachers provide differentiated and targeted instruction that is delivered one-to-one, in small groups, and in cooperative learning groups using manipulatives such as letter tiles, flashcards, bingo games, dry erase boards, and markers.

VVNE integrates technology in online reading and science video programs that are especially beneficial for English learners. Teachers can address students' diverse learning styles with these online programs through guided and repeated reading, emphasis on sight words, phrases, and sentences, and emphasis on leveled text in students' zones of proximal development. As well, these programs use visual representations to promote students' comprehension of textual material.

Administrators and teachers meet regularly to discuss the needs and progress of students and to determine whether changes in vertical alignments are necessary. Teachers use progress-monitoring data to adjust not only daily instruction but also reading intervention groups. Teachers also inform parents of their children's progress through social media communication applications, personal phone calls, written notes, and in-person conferences as needed. Teacher-student conferences are regularly conducted as students complete their assignments. VVNE provides for students with visual disabilities by assuring large-print materials and magnified computer screen are available to accommodate needs. English learners use videos and songs to complement vocabulary within the classroom lessons. Students have access to E-books that allow them to sound out letters, words, or the entire text on web-based applications. ELs develop academic vocabulary through the manipulation of real-world objects. Graphic organizers and exit tickets are used to ensure mastery of the vocabulary of the week. Additionally, teachers create interactive word walls for scaffolding new vocabulary as well as high-frequency words. Reading-intervention students are provided with a study guide package to help them review and practice learned material at home with their parents.

The agricultural migrant students have a strong commitment to learning, and Valley View North Elementary strives to make the transition when moving between schools as smooth as possible. Migrant students are provided with resources, such as clothing and school supplies to facilitate their learning and to help alleviate expenses for migrant parents. Migrant students also use Valley View North's website, where a variety of applications and programs are accessible with any portable device at home and on the road.

At Valley View North Elementary, we also work with our advanced learners by incorporating group discussions, peer editing, problem solving and having them showcase their presentations. Implementation of these various activities has proven successful for all subgroup populations, as they demonstrate mastery of the material at the same level as their peers.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

VVNE is a family of teachers, paraprofessionals, administrators, and parents who work as a team to teach the "whole child." The staff creates a positive school culture that celebrates successes and has had a positive impact on student achievement. Student success is recognized and celebrated in the School Performance Reward System, which takes place at the end of every six weeks for students attaining A Honor Roll, A/B Honor Roll, Excellent Conduct, Tiger Star Reading Achievement, and Perfect Attendance during an awards assembly.

The campus offers a variety of challenging and dynamic educational programs that focus on the development of students' intellectual, social, emotional, and physical growth. Programs include tutorials, Tiger Star Reader program, and Reading, Math, and Writing Camps. Students in need of further instruction attend tutorial sessions after school Monday through Thursday as an extension to the school day. The Reading Tiger Stars program encourages students to read more, which helps build fluency and comprehension. Camps are offered at the end of the school day on Fridays as a fun and innovative way to extend learning. Camp activities provide opportunities for students and teachers to incorporate different learning styles in preparation for the state-mandated exams in reading, math, and writing.

The staff at Valley View North Elementary is not only concerned with the academic areas of each student's life, but also with the physical, emotional, social, and economic needs of the students they serve. Teachers play the most crucial role in student learning. Therefore, VVNE strives to retain successful teachers so students develop and maintain their confidence and comfort when attending school every day. Many of the teachers are from the community and have been on this campus for more than fifteen years. Without a doubt, these teachers are familiar with and respond to the diverse needs of the students and the community. The staff at Valley View North Elementary are fully committed to the belief that members of this community--students, parents, and staff-- are not only vested in the academic aspect of the student, but also the development of the complete person.

Administration understands the hard work that teachers do and ensures that teachers have everything they need to do their jobs well. Teachers are supported with weekly instructional feedback, all necessary instructional supplies, targeted technology resources, instructional support staff, and ongoing professional development. Another positive way of acknowledging staff is through Tiger Spotlight, which honors one staff member from the campus each week. Teachers earn this recognition by going above and beyond their normal duties and responsibilities. Providing teachers support and showing them how much they are valued creates a positive culture for students and teachers to thrive.

2. Engaging Families and Community:

Valley View North Elementary takes pride in engaging families and the community in the variety of the school's activities. The school targets ways in which they can collaborate with families and the community to assist parents in helping students be successful both academically and socially. VVNE believes that communication among parents, school, and community is an essential piece in ensuring students are successful. VVNE has several forms of communication between the school and the community. They include newsletters, district, and campus web pages, social media platforms, a web-based application which allows teachers to post pictures, lesson plans, and classroom updates, and a proprietary school messaging program. Valley View North Elementary also communicates with parents through the District Parent Portal. With this application, parents can monitor their students' grades, attendance, and progress. Parents are alerted when teachers make any changes to their students' profiles.

Valley View North Elementary starts the year with "Meet the Teacher Night" the week before school starts. During this event, parents and students are invited to come into the building and "meet the teachers." This first meeting sets the tone for the school year. Teachers and parents meet, and they each receive valuable information concerning the students and the school. In addition, teachers and parents take this opportunity

to begin building a relationship that will benefit the students in achieving academic expectations. VVNE believes that constant communication with parents will not only help meet students' needs but also will extend cooperation between the parents and the school community in solving problems that may arise. PTO meetings on the second Tuesday of every month help keep open lines of communication with all parents and the school community. At each PTO meeting, different grade levels perform for the parents, showcasing the talent of students. Valley View North Elementary features two big events during the school year in September and December. All parents and the school community are invited for the Diez y Seis de Septiembre Celebration. Participating students showcase different dances connecting academics with the fine arts. In December, all students and staff come together and highlight what they have learned through various activities and dances. Donuts with Mom and Donuts with Dad are also big events for Valley View North Elementary. For these events, the school counselor prepares different presentations that recognize the roles mothers and fathers have in helping to guide their children to be successful academically and to develop into good citizens. Parents also have opportunities to attend school events during the school day throughout the year. Career Day, spring and fall festivals, and monthly meetings keep parents involved with their students' education.

3. Professional Development:

Valley View North's continuing education of its teachers, administrators, educational aides, and the auxiliary staff is guided by district guidelines and is aligned to the Texas Essential Knowledge and Skills. The staff has in-house training in data-driven principles regarding curriculum, assessment, language acquisition and development, resource student inclusion measures, and compliance with local, state and federal regulations.

Throughout the year, VVNE teams evaluate data from a variety of assessments, student work, and classroom observations. The data are used to determine the strengths and weakness of the students and staff. After analyzing these strengths and weaknesses, VVNE administration and teachers plan for appropriate professional development. Staff receives training in research-based, best instructional practices to improve upon the weaknesses encountered. During grade level meetings additional support is provided throughout the year to guarantee the practices are correctly implemented and delivered effectively with fidelity. Teachers with expertise and demonstrated success in certain instructional practices provide staff development at faculty meetings, as well as at district-wide trainings. VVNE has teachers who go above and beyond their regular practice to research the latest techniques and teaching approaches regarding differentiation of instruction to ensure success for all students. Participation in and implementation of these activities learned during professional development impact staff capacity, student achievement, and school improvement by addressing the different learning styles for all populations. Teachers also participate in workshops offered by the regional education service center which focus on tailoring instruction to the specific needs of English learners and resource students in the areas of language acquisition and development, literacy, and mathematics.

Teachers and administrators participate in professional development regarding the use of technology by teachers to enhance student learning. Technology trainings offer teachers opportunities to learn how to vary instruction for students with diverse learning styles. Teachers keep abreast of the latest technology to incorporate in the classroom and to create an engaging atmosphere for students. Assessment results demonstrate that students benefit from the use of more technology in the classroom because their learning is more interactive, meaningful, and fun.

Pre-kindergarten and kindergarten teachers attend early childhood trainings presented by the bilingual and migrant programs. These trainings enhance teachers' knowledge of the state's educational guidelines for these age groups and offer them opportunities to strategize their delivery methods for increased student achievement.

4. School Leadership:

Valley View North's philosophy is that all students will succeed with the help and guidance of their teachers and administrators. The school leadership expects that all members of the school team support and

guide all students based on their individual needs, whether academic, social, emotional, or physical. Every morning, the school administration welcomes students, staff, and parents to a new school day. Because of this action, all members of the school community understand that the principal and the rest of the administrators are there to help. The school leadership team is composed of the principal, assistant principal, counselor, librarian, and lead teacher. They believe that all stakeholders need to be part of the students' education for them to be successful students.

The school principal has deep roots in the community and has been part of Valley View North for the last sixteen years. The principal spent four years as a second-grade teacher, one year as the lead teacher, two years as the assistant principal, and the past nine years as the campus principal. The principal believes in the unique abilities of the different staff members and encourages them to take risks to address and overcome the many challenges faced daily. The administration has an open door policy for all students, staff, and parents. This open-door policy helps to ensure that everyone feels a part of a large family. The administration is visible throughout the campus at all times during the school day. Administrators hold meetings every Tuesday with teachers during their conference periods. During these grade-level meetings, students' needs are discussed, and best practices are shared. The administration provides opportunities for each grade level representative to help make decisions that directly affect student achievement. The assistant principal is the administrator in charge of the language proficiency assessment committee and monitors students who have special needs or need 504 accommodations. The assistant principal also is in charge of all campus assessment activities, such as teacher training and test distribution and collection. The counselor has sessions with all students to help them develop intellectually, socially, and emotionally. The counselor conducts many meetings with parents as well, to help them become or continue to be positive role models in their children's lives. The lead teacher makes sure all teachers have all the resources needed. The lead teacher is also responsible for monitoring the progress of English learners and emotionally disturbed students. She meets with teachers to guide them and share supplemental materials they can use to help ensure that all students are successful. The librarian promotes reading and supports staff in incorporating technology in their lessons. The librarian also is crucial in developing a culture of the love of reading in the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The ability of the VVNE staff to build community is one of the school's greatest strengths. Administrators, teachers, and parents all have one goal: the academic and social success of their students. Everyone in the community shares this vision and is invested in this outcome.

The sociocultural connection that the school has with the community is integral to the school's success. Because the teachers and administrators are part of the community and respect their students' sociocultural backgrounds, students, and their parents feel a kinship with the school. All school activities are designed to meet the particular needs of its students. Parents participate in conferences specific to the needs of their children, and they also to participate in activities and lessons provided by the school librarian, school nurse, community liaison, and other school leaders to enhance their children's educational attainment. For example, the community liaison and school nurse coordinate monthly meetings to discuss how to strengthen family and school relationships.

VVNE staff consists of veteran teachers who have strong ties to the community. Many staff members reside in the community or live near the school. Teachers at VVNE take a problem-solving empathetic approach and learn how a student's current situation may be affecting him or her. Such actions have a positive social and academic impact on students and lead to higher academic performance and positive behavior. The staff at Valley View North Elementary encourage positive behaviors by providing students with opportunities to demonstrate empathy for fellow members of the community. For example, students participate in activities such as canned food crusades, pennies for cancer patients, and school supply drives. These activities have resulted in students knowing that this community is like family, and people take care of each other. Students struggle and thrive in life and know that how they function in school, at home, and in the community has an impact on who they are and will become. Students learn in a risk-free classroom environment at Valley View North Elementary and gain self-confidence as they learn to trust their feelings and instincts while participating in student-centered activities.

Valley View North Elementary acknowledges that parental involvement is a fundamental factor in students' academic growth and success. Parents feel welcomed and visit the campus often. This openness to parent visits creates a healthy rapport with the teachers and staff, and, in turn, has a positive impact on their children's learning. VVNE has an open campus ethos that solidifies and enhances the role of the parents in the success of the education of the students.