

U.S. Department of Education
2020 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 Lydia Ann Trevino
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Kelly-Pharr Elementary School
(As it should appear in the official records)

School Mailing Address 500 E Sam Houston Street
(If address is P.O. Box, also include street address.)

City Pharr State TX Zip Code+4 (9 digits total) 78577-5540

County Hidalgo County

Telephone (956) 354-2870 Fax (956) 354-3276

Web site/URL https://www.psjaisd.us/kellypharr E-mail lydia.trevino@psjaisd.us

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. Jorge Arredondo E-mail dr.arredondo@psjaisd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pharr-San Juan-Alamo Independent School District Tel. (956) 354-2000

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. Jorge Palacios
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 26 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 9 High schools
 - 0 K-12 schools
- 43 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	62	63	125
K	47	57	104
1	53	46	99
2	63	55	118
3	54	54	108
4	39	50	89
5	58	48	106
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	376	373	749

*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):
- 0.1 % American Indian or Alaska Native
 - 0 % Asian
 - 0.1 % Black or African American
 - 99.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 0.7 % 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 2018 - 2019 school year: 6%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2018	762
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Spanish

English Language Learners (ELL) in the school: 50 %
371 Total number ELL

7. Students eligible for free/reduced-priced meals: 89 %

Total number students who qualify: 667

8. Students receiving special education services: 7 %

56 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>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>13</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: 5

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	44
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	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 17:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	98%	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 2019.

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.

Our children in grades PK-5th will be provided a quality, well balanced, progressive educational program based on respect for their culture and each other.

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

Kelly-Pharr Elementary is in the southernmost part of Texas, only 10 miles from the Texas-Mexico border of Hidalgo County in the Rio Grande Valley. This same area is categorized as one of the most disadvantaged locations of south Texas. Our campus was established in 1988 as Pharr Elementary and later renamed Kelly-Pharr Elementary in March of 2014. Kelly-Pharr Elementary was re-named in honor of two historical founding fathers of “The All-America” city of Pharr, Texas. John Connally Kelly and Henry Newton Pharr developed a community partnership based on the possibilities and growth of an award-winning strand of sugar cane. Their partnership was developed based on a vision of potential for this area that would include the agriculture production of this prize sugar cane and be a foundation for a prosperous town. We at Kelly-Pharr Elementary strongly believe in our students’ possibilities and growth as well. This belief has led to our campus receiving numerous accolades. It is the philosophy of Kelly-Pharr’s Elementary staff that educating children based on a belief that growth is possible for all will empower our students to become competent, responsible problem solvers in a 21st century world.

Kelly-Pharr Elementary is in the heart of the city and we service approximately 749 students that are 99% Hispanic and 1% reporting other ethnic backgrounds. According to the 2010 United States Census, the city population was 70,400 and by 2018 the estimated population reached 79,707, a growth rate of 13.2% per year. According to the Bureau of Labor Statistics (July 2019), unemployment rate for the City of Pharr is at 7.2% (compared to 3.6% U.S.). Citizens in the area earn 24% less than average American workers. Many of the Kelly-Pharr Elementary families still live in poverty, and the majority of the students’ parents have a high school diploma or less.

Kelly-Pharr Elementary is a Dual Language campus that houses both general education and a self-contained special education classroom. Currently the campus serves 749 students ranging from PK3 to 5th grade. According to the 2018-2019 Texas Academic Performance Report (TAPR), of these students 52.8% have been identified Limited English Proficient and 88.1% are economically disadvantaged and qualify for free or reduced lunch. Also, 95.5% of the students have been identified at risk of not graduating from high school. There are sixty-four staff members and more than half (44) are teachers, eleven are educational aids, six professional support and three campus administrators. The student-to-teacher ratio at Kelly-Pharr Elementary is 17:1.

As a Dual Language campus, students are provided content area instruction in English and Spanish by highly-qualified and certified bilingual teachers. The goal of the program is for the students at Kelly-Pharr Elementary to become bilingual, bi-cultural, and to be able to achieve a high degree of bi-literacy and academic achievement in both languages. The dual language program is implemented for both native English and native Spanish speaking students from PK through fifth grade. This is an enrichment program that considers both languages valuable and important to develop academically and builds a bridge and extension to students’ culture. Despite the disadvantages that Kelly-Pharr Elementary students face, the school has risen to high levels of performance in all areas. The latest Texas School Report identifies Kelly-Pharr Elementary with a 94 out of 100-point performance equivalent to an overall exemplary performance. Most significantly, the school obtained a perfect score of 100 for Closing the Gaps which included grade level performance, academic growth, English Language Proficiency and student achievement.

There are several key strategies that are used to encourage academic progress, physical growth, cultural awareness, social and emotional development. Educators at Kelly-Pharr Elementary strive for all students to grow academically and build intrinsic motivation by working with students to set goals and mastery levels based on the Texas Essential Knowledge and Skills (TEKS). Students use TEKS skills or reading fluency goal folders to chart and monitor their weekly learning. This data is then used to create individual pathways to assist with enrichment activities that will be used to continue the learning and understanding on the concept. Not only does Kelly-Pharr Elementary target individual growth but also classroom growth. The school has created a sense of a team and this includes classroom goals and development. When a classroom goal such as perfect weekly attendance, mastery of a skill, or reaching a reading percentage has been met incentives are awarded to students for their hard work and dedication. This includes additional recess time, attendance to a special dance or even having lunch with their teacher.

Physical growth is important to developing a healthy lifestyle. Our physical education program promotes a weekly traveling trophy that is given to the class that has demonstrated willingness, cooperation and perseverance during that week of instruction. This class is recognized during the morning announcements. Social and emotional development plays a crucial role in students learning and well being. Teachers use a daily morning greeting to welcome their students. Students choose from three to five ways that they would like to be welcomed whether it be a fist bump, high five, hug, dance or handshake. This act builds a sense of community, support and encouragement. Building these feelings help students feel safe, willing and motivated to learn. The campus has also implemented family projects based on historical figures or events like the Battle of the Alamo, conducted research on U.S Presidents, Cesar Chavez or other impactful historical and scientific visionaries. These projects are then used as opportunities for students to present and share their learning with peers. These family projects build up the family unit and encourage collaboration and belonging which deepens the school's relationship and helps to close education gaps.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

Kelly-Pharr Elementary implements the curriculum that is created by the district’s curriculum writers and based on the Texas Essential Knowledge and Skills (TEKS) and the Texas English Language Proficiency Standard (ELPS). This curriculum is aligned for students in pre- kindergarten up to twelfth grade and each subject follows a scope and sequence that spirals tested standards. Weekly assessments and cumulative six weeks assignments are embedded into the curriculum. This information is used weekly as teachers work together in Collaborative Learning Communities to plan lessons that follow the instructional core using a gradual release model for instruction.

Teachers collaborate to ensure that their instruction, students engagement and the content are producing what is being asked in the TEKS. They also strategize for multiple student engagement opportunities that follow a gradual release model of the teacher modeling, student and teacher working together and finally students attempting the skill independently. Teachers are actively in the power zone and monitor student engagement and understanding. These instructional approaches have been closing the achievement gap in all content areas.

1b. Reading/English language arts

Kelly-Pharr Elementary understands that literacy is the foundation for all contents. Building a passion and a drive for literacy is at the center of all activities and instruction. The school has developed numerous campus wide activities that promote reading. These activities include March Madness, Passport around the World, 12 Days of Reading, Family Literacy Night, Book Worm Club along with others. The root component of all these activities includes building a love and interest for reading. These activities also encourage students to venture into all genres and build students’ knowledge, vocabulary and writing skills.

Language arts instruction is very targeted and intentional. Language Arts lessons for students in the early grades encompasses not only the TEKS but also the foundational five reading components: phonemic awareness, phonics, vocabulary, fluency and comprehension. Teachers use these components to create a language arts routine that utilizes whole and small group instruction. Reading skills are taught in a whole group setting and targeted in center rotations along with vocabulary, fluency and writing skills. Teachers increase student engagement, feedback and mastery using a flexible small group setting. Students are given opportunities to collaborate, problem solve and extend each other’s thinking in these small group rotations. Incorporating this type of instruction allows students’ needs to be met. Teachers in upper grades enrich their tier one instruction with novels. Book talk and questioning have students dive deeper into discussion as they articulate their understanding and points of view in an open and comforting environment. This instructional approach stimulates an interest in literature that students would not have become familiar with. Additional instructional approaches that have been used campus wide at Kelly-Pharr Elementary include utilizing graphic organizers and Readers Theater. Graphic organizers are used with reading instruction to help students conceptualize understanding. Students use these to visualize and document their understanding of reading skills. Readers Theater is used to build fluency by orally reading parts in scripts. Students in all grade levels have performed for peers using this approach and this strategy helps students read aloud with expression and builds confidence in a cooperative engaging learning style.

1c. Mathematics

Kelly-Pharr’s instructional mathematical approach focuses on TEKS based problem-solving curriculum to teach content knowledge and mastery. Our math curriculum in grades PK through 5th grade incorporates skill-based math word problems that require students to use critical thinking skills to comprehend, formulate and analyze math problems that go beyond one step. Students engage with math manipulatives such as ten frames, base ten blocks, counters, and fraction manipulatives to solidify the abstract to concrete problems.

Critical thinking is developed when teachers move the math from beyond a traditional question to real world application. Teachers offer multiple opportunities for students to bring their learning into real practice by allowing students to build understanding of how math works in the real world. Students apply for classroom jobs and use their income to purchase items classified as wants and needs. This real-life application of financial literacy also develops responsibility and accountability.

As a school we use our diagnostic and formative assessments to form review sessions in order to develop mastery and grow students TEKS understanding. Data gathered from these assessments are then used to develop a more targeted instructional plan. These enriched lessons have included Glow in the Dark reviews, Break Outs, and Texas Math Pathways. Students also create their own mathematical problems using a hands on approach utilizing food, manipulatives, newspaper/magazine cutouts and questionnaires to formulate graphs. A vocabulary parade also takes place yearly where students from Pre-K 3 through fifth grade choose a mathematical vocabulary word which they bring to life. In order to participate, the students must create a costume that represents their chosen term, learn the definition and be able to utilize it in a sentence. Students present their vocabulary word in front of a panel of judges where they later receive awards for most creative costume, most unique word and best presentation. These various methods of educating students keep them engaged and motivated to learn.

1d. Science

The Kelly-Pharr Elementary science curriculum is vertically aligned with the TEKS to encompass instruction in physical, earth, and life science. In addition, the curriculum also includes project-based learning applied with research, investigation, journal writing, and problem-solving skills that foster critical thinking, creativity, innovation, collaboration, and communication. Teachers deliver the TEKS and curriculum through a process of inquiry that engages students in hands on discovery and self-evaluation. Moreover, to reinforce classroom lessons, students' grades 3rd through 5th attend science lab where they get the opportunity to experiment and explore solutions, develop explanations, and evaluate their understanding.

Furthermore, at Kelly-Pharr we strive to provide a holistic education for all students Pre-K 3 through 5th grade by providing our students opportunities to experience and connect through direct engagement with the environment and our community. We do this in numerous ways that include hands on engagement with our butterfly garden, vegetable gardens, green house, school pond, STEAM club, recycling club, and our Earth's Little Helpers Club. In conjunction with our Life House Students, who consist of students that are currently enrolled with our school district as student with disabilities, our second grade students were able to curate their own vegetable garden. This encouraged and sparked enthusiasm in many of our other grade levels to participate in harvesting their own vegetable gardens. This spring students were able to gather their crops and stew up a vegetable soup with the assistance of their classroom teacher. This school year, we also added a pond with Tilapia, Texas Cichlid, Common Carp and gold fish with the guidance of the districts Habitat Wildlife Specialist. It is through these experiences that our students can inquire about topics beyond the scope and sequence of our curriculum, understand the world around them, learn first-hand about environmental stewardship, and close the gaps.

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

Kelly-Pharr Elementary embraces social studies using a variety of TEKS-based activities. These activities bring awareness and engage our students on a more personal level, thus helping close the gap for all by applying critical-thinking skills to organize and use information, as well as communicate their learning in written, oral, and visual forms. These activities include, but are not limited to, Día De Los Muertos Altar, Culture Across the Decades, and Reading Around the World. Students gain an understanding of the importance of customs and traditions while researching historical figures, and creating posters, crafts, or projects that are shared campus wide.

Kelly-Pharr Elementary has had different government leaders, such as school board members, judges, and state representatives visit the campus to hold open sessions that allow leaders to present their roles and have collaborative discussions. Students can analyze the purpose for rules and order in the community.

Throughout the year, the Student Council seeks out different opportunities to engage the school in networking with local leaders that bring awareness to the school of how authority figures bring order at all levels, from local to federal.

All students partake in activities led by our Student Council, Cub Scouts, Falcon Flyers, and Illuminators organizations. All these organizations make it their primary goal to involve students in understanding the important symbols, responsibilities, beliefs, and ideals of our nation. By organizing different activities on campus, such as the Veteran's Day Assembly, National Day of Prayer, Flag Raising, and leadership events, the entire campus can take advantage of learning about the principles that contribute to our national identity. From voting for their peers and creating a student government to displaying polls and graphs across the campus during national elections, students close the gap in learning in the area of Social Studies through hands-on activities that bring meaning to the TEKS they are studying.

1f. For secondary schools:

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

The early childhood (EC) program at Kelly-Pharr Elementary includes math, literacy, science, and social studies and is available to all three and four-year-olds. The curriculum for this EC program follows prekindergarten guidelines that are aligned to the TEKS. Students are administered an assessment three times a year that measures math, science and social studies along with rapid letter naming, letter-sound correspondence, vocabulary and phonological awareness. Growth is monitored every twelve weeks and results are used to provide further targeted instruction using an alternate age-appropriate approach. Development in these assessed areas increase success in the primary grades.

The instructional methodologies that EC teachers use are built on age appropriate strategies that include oral language development, learning through play and whole/small group instruction. All activities have an emphasis on fine and large motor skills as well as social development. The four-year-old program participates in library, music and physical education classes as an enrichment and both three and four-year-old programs include technology in their instruction. Students can access computer programs that target math and language skills. Data from these programs is used as an additional data point to measure growth and skill development. Early childhood classrooms are made up of a balance of English Proficient and English Language Learners. This balance builds the foundation for our dual language model. Students help each other build knowledge in two languages through oral development and play with their bilingual partners. Students that participate in Kelly-Pharr Elementary EC program become aware of themselves and others at an early age as they build a love for learning.

2. Other Curriculum Areas:

Kelly-Pharr Elementary believes in developing and cultivating the whole child. There are numerous extensions that stimulate and encourage growth. Students interests and talents expand beyond academics. The school encourages this development by providing activities that foster students skills in these areas. For these reasons the school promotes an arts, physical education, health, second language acquisition, technology, library and character building programs.

Students in pre-kindergarten through fifth grade participate in music and performing arts lessons weekly. In these classes students focus on foundational skills in music like counting beats, creating different tones and pitches as well and following rhythms. Upper grade students practice adding fractions when combining notes and poetry when reading and interpreting lyrics. Students in the upper grades (second through fifth grade) can become members of the school choir. The school choir is composed of sixty students that practice weekly before school in preparation for community performances, district competitions and UIL activities. The Kelly-Pharr Falcon Choir participates in our district competition and has received a superior rating. At the culmination of every year the choir performs a musical for the whole campus as well as an evening performance that is open to the community. The opportunity to practice performing arts is also extended to all students in kindergarten through fifth grade. Kelly-Pharr Elementary proudly supports the Falcon Flyers which is composed of 28 students. These students diligently practice twice a week timing

their dance routines to be in unison with the music. They focus on physical coordination and technique. Kelly-Pharr Elementary also offers a visual arts program to second through fifth grade students. This after school program has taught students how to use pointillism, create self-portraits, learn blending techniques and incorporate the color wheel to best express their vision and creativity. Students artwork is proudly displayed throughout the schools hallways Participation in the arts builds confidence, collaboration, creativity and responsibility as well as building student ownership of the school culture.

The skills needed to live a long and healthy life can be developed early. Students in pre-kindergarten to fifth grade learn about the importance of making healthy choices from participating in physical activities to concisely developing a healthy eating style. Educating students following the USDA MyPlate recommendations has extended into vegetable gardening that includes aquaponics and traditional garden beds. Kelly-Pharr Elementary students grow their own vegetables and incorporate nutrition into math, science and reading lessons. Physical education classes at Kelly-Pharr Elementary provides moderate to vigorous physical activity for 135 minutes weekly. Physical Education TEKS are measured for students in third through fifth grade annually. Additionally, Kelly-Pharr Elementary has partnered with the city of Pharr and many of the students participate in afterschool sports programs.

Kelly-Pharr Elementary promotes a second language acquisition. The dual language program is implemented for both native English speaking and native Spanish speaking students from PK through fifth grade. This is an enrichment program that considers both languages valuable and important to develop academically. When students develop literacy in two languages, their brain develops differently, in a positive way. Students who can fluently speak, read and write in two languages display greater mental flexibility and a greater ability to think abstractly and form connections. This program is an academic experience designed for students to develop stronger cognitive and academic skills through the development of on-level bilingualism and bi-literacy. Through a rigorous curriculum, students are academically instructed in English and Spanish. As a result, students are able to master both languages and enhance their education by developing the ability to fluently speak, read, write, and think critically in English and Spanish.

Technology plays a vital role in our 21st century learning. Students in kindergarten through fifth grade integrate technology TEKS into their core curriculum lessons and they utilize technology to build 21st century skills. Students in pre-kindergarten through fifth grade have learned to program robots and have developed critical skills such sequencing, estimation and problem-solving. These robots have been used during language arts, math, and science lessons. In prek through first grade, students program the robot to match rhyming words, identify shapes or demonstrate addition while in second through fifth grade they have programmed them to sequence story events, the life cycle processes and create simple programs. Students navigate systems to prepare research presentations that are created using original power points.

The development of the whole child includes developing character and life skills. The campus incorporates monthly character lessons that target communication skills, self-confidence, responsible behavior, career awareness, decision making and bullying. Kelly-Pharr Elementary has also implemented a Kindness campaign that has been led by the school's counselor. This program focuses on recognizing and carrying out acts of kindness. Every year a Kindness tree is created from notes that students have written documenting acts of kindness that have been bestowed upon them. This tree is proudly displayed in the main hallway of the school

3. Academic Supports:

3a. Students performing below grade level

Kelly-Pharr Elementary staff tailors instruction and intervention using research based best practices to meet the needs of the various student population subgroups. These instructional approaches fall under the Common Instructional Framework (CIF) which includes collaborative group work, writing to learn, scaffolding, questioning, classroom talk, and literacy groups. Teacher collaborative learning communities (TCLC) are used to plan instruction using CIF strategies that will differentiate and meet the needs of all students. These weekly sessions are used to make data informed decisions about instruction, intervention and assessments that are used to close the achievement gap.

Teachers use formative and summative data to drive instruction and measure the effectiveness of instructional practices, curriculum and programs. If gaps begin to develop, they are addressed in tier 1 instruction but also in flexible student groups that are targeted during a tier 2 instructional period within the day. The school has created additional tutoring sessions held after school that allow students to further receive prescriptive instruction targeting essential objectives and skills that have not been mastered. Student performance is continuously being monitored through weekly progress monitoring. Identification of skills that are not being mastered is crucial to ensure that gaps can be closed before they develop further. When a skill has been identified, students are assigned additional scaffolded instruction in a small group setting. This additional tier 2 instruction includes a combination of CIF strategies, visuals, models, student engagement opportunities that are aligned to the students learning modality. The school has instructional aides that are also utilized to help develop students in the lower grade that are developing math and reading gaps. The use of instructional aides offers students a secondary instructional style of teaching that may differ from their teachers.

Students that are performing below grade level are also given the opportunity to attend summer school. The schools summer school program offers an intensive curriculum that targets specific TEKS students need to ensure success in the next grade level. If students continue the non-mastery of TEKS the school initiates a tiered Response to Intervention (RTI) plan. This plan is created by a committee comprised of an administrator, classroom teacher, special education teacher and an RTI case manager. The committee meets regularly to monitor student progress based on the committee's additional instructional supports. The RTI committee also determines whether a student will be exited from RTI or referred for a Full Individual Evaluation (FIE) to rule out a learning disability.

3b. Students performing above grade level

Kelly-Pharr Elementary had 28% of its students performing at a master's level on the State of Texas Assessments of Academic Readiness in all tests (STAAR) in 2019 yet, there are less than 2% of the students identified as gifted and talented. Students have been able to perform above level because of the high expectations that all staff members hold for all students. Growth for all students is continuously monitored and used to conference with students. Teachers use TLC's to plan higher order questioning that requires students to justify and prove their learning. The campus has embraced Dr. Norman Webb's Depth of Knowledge Model to deepen rigor in the classroom. Daily instruction that has been planned by the teachers focuses on level 2 and 3 questioning. Level two focuses on students knowing how to use textual evidence to recognize and apply the skills that are being taught. Level three questions depend on strategic thinking that require students to gather clues, information and infer or synthesize information. Level four questions are also used to extend students thinking into cross curriculum and build connections between contents most often used during Capstone project-based learning.

3c. Special education

Based on 2019 data, 7% of the students at Kelly-Pharr Elementary participate in the special education program. The special education teachers at Kelly-Pharr co-teach with general education teachers to tailor instruction that target our special education population. In addition to planning and supporting collaboratively, the special education teachers offer a comprehensive evidence-based reading program that enhances and builds literacy skills. The explicit and systematic instruction not only targets speaking, listening, reading and writing but also phonological and phonemic awareness, alphabetic principle and phonics, fluency, vocabulary, and comprehension. Kelly-Pharr Elementary has incorporated this program to help close the gap between all students and special education students in the area of reading and writing.

There was a 28% discrepancy between all students and our special education students in the area of writing and an 8% discrepancy in the area of reading. Every three weeks special education teachers review a progress report that documents students present levels of performance. This report is used to keep instruction responsive to student achievement. Additionally, to help close the achievement gap between all students and our special education population teachers identify the area of concern for each student and create a pathway that will ensure mastery of targets. The Admission, Review and Dismissal (ARD)

Committee meets to visit students Individual Education Plan (IEP) modify instructional decisions, identify supplemental aids and accommodations that students may need to help bridge the gap. These supports are then incorporated into everyday learning diminishing the students barriers when participating in the mainstream classroom.

3d. ELLs, if a special program or intervention is offered

With 52.8% of the students identified as English Language Learners (ELLs), Kelly-Pharr Elementary incorporates instructional strategies that support this sub-group. Tailored instruction includes implementing the Sheltered Instruction Observation Protocol (SIOP) model. Preparation and instruction include lesson and content language objectives posted in clear student-friendly language, and general and content vocabulary is explicitly taught using hand movements, gestures or cues and students often work in pairs. These practices align with CIF strategies that seamlessly woven into everyday instruction and intervention. Teachers and students are aware of their language levels identified by the Texas English Language Proficiency Assessment System (Telpas). The proficiency levels are targeted using language objectives daily to develop biliteracy and bilingualism that will help to close academic gaps. For ELLs that are requiring intervention teachers submit an ELL progress monitoring form every six weeks. Interventions include tutorials, dual partners, flexible grouping, journals, linguistic accommodations, paraphrasing, thinking maps, and specialized computer software. A Language Proficiency Acquisition Committee (LPAC), consisting of general education teacher, language teacher, LPAC administrator and a parent gather every marking period to review and monitor the progress of the student's intervention plan.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A school is a second home that is positive, engaging, motivating and supportive. Kelly-Pharr Elementary has built this type of environment for students by building the optimal learning atmosphere in the classroom and inviting parents to be a part of this through a platform of open and continuous communication. Students recognize that their teacher will offer the support and tools for them to be successful beyond the four walls of the school building.

Kelly-Pharr Elementary uses a campus wide communication program that highlights students' skills and values that are performed throughout the day which include diligently working, being kind, or helping others. Students use this same source to let their learning be shared through photos, videos or portfolios. Parents feel a part of their child's learning when they get notifications of these recognitions on their phone as they are being uploaded. This platform provides constant feedback promoting and supporting a growth mindset while allowing parents to be involved in their children's education from afar. Through this same source students build an understanding that mistakes are opportunities to learn and not failures given that teachers are able to provide warm and cool feedback on choices made by students throughout the day. This motivates students to continue to build and grow as model citizens. Students' motivation is increased when they feel safe emotionally, physically and a part of a community.

The school also realizes that student's enthusiasm can be increased by participating in extracurricular activities and for this reason Kelly-Pharr Elementary offers numerous extracurricular activities. A precondition for participating students is a signed agreement outlining expectations between the school, students and parents. This document outlines students' standards of conduct, academic progress and reinforcement of positive attitudes inside and outside the classroom. Students strive to maintain these expectations to participate in activities that interest their passions and hobbies. Some of these clubs include creating comics, practicing chess, learning about STEAM projects, creative writing, book clubs, working on physical fitness, being part of a drill team and building numeracy skills. These are some of the highlights that promotes a positive environment that supports academic, social, and emotional growth at Kelly-Pharr Elementary.

2. Engaging Families and Community:

Building a sense of belonging and family that is extended beyond the classroom has been a strategy that Kelly-Pharr Elementary has found most successful. This has been done by bringing in parents, community members, businesses and our local university to build positive relationships. These positive relationships have been very successful in establishing school improvement and student success by broadening the village that supports Kelly-Pharr Elementary.

Kelly-Pharr Elementary hosts family events such as Donuts with Dad, Muffins with Mom, the Million Father March, Bring a Book to Life that connect a love for literacy and family involvement. These events encourage family reading for enjoyment and creating special and unique memories. Every six weeks family members are invited to attend an awards ceremony that honors and recognizes their child's success in academics, attendance, music, physical education and attaining reading goals.

Kelly-Pharr Elementary is in the heart of Pharr and surrounded by local businesses and community members. An emphasis is placed that Kelly-Pharr Elementary students future starts in the present at Kelly-Pharr Elementary. It has been important to bring in community and business members that are role models and attest to what students can become and achieve. Community members have been asked to escort students to their classes on the first day of school, judge our annual vocabulary parade, and be a guest speakers for school ceremonies. Kelly-Pharr Elementary has implemented a Mystery Reader guest that appears every Friday to read to a class.

Our local University of Texas Rio Grande Valley has partnered with Kelly-Pharr Elementary for numerous

projects that include educating our students in PK and Kindergarten on the importance of eating healthy, assisting with campus lock ins and coaching our after-school sports. Students can see college students that look like them and build that goal that they too will be a college student in the future.

These events, relationships, supports and opportunities have built leadership opportunities for our students. The students at Kelly-Pharr Elementary have the confidence to give school tours to prospective students, lead charitable campaigns and direct campus ceremonies.

3. Creating Professional Culture:

At the culmination of each school year the schools administrative team meets to review school, classroom and student subgroup data along with teacher data. This data is used to create a framework for professional development. Kelly-Pharr's Elementary professional development approach includes building our educators instructional practices and knowledge to build expertise and proficiency in areas of the campus needs. Teachers also create professional goals that are aligned to areas that will help them improve their instructional practices. These two methods are basis for the school's choices in professional development and the foundation for the Campus Improvement Plan.

Building our teachers capacity includes attending not only district professional development but also state level conferences in math, science, bilingual education. The teachers attending these sessions turn around best practices with peers. As teachers depth of capacity becomes that of an expert they are responsible for training other teachers during our campus collaborative learning community sessions held after school hours. These sessions have included topics on building fluency, readers theater, student programming, special education accommodations, response to intervention plans, Google Classroom, poetry and building social emotional awareness.

Based on 2019 reading data a campus team derived a problem of practice (POP) that would emphasis closing the reading gap in first grade. The POP has been used to actively engage our first grade teachers and develop their pedagogy in the instruction and development of reading skills in our early grades. This has included extensive professional development for all early grade teachers that begins with understanding data to implicitly targeting instruction that is taking place in all three tiers of instruction. The research has followed a Plan, Do, Study Act cycle. Teachers have delved into the five reading components of phonemic awareness, phonics, fluency, vocabulary and comprehension and breaking down components to study their instruction aligned with student acquirement of knowledge. The PDSA cycle has built an ownership and responsibility between the depth of a teacher's expertise and the delivery of a lesson.

4. School Leadership:

Kelly-Pharr Elementary School's leadership philosophy is that there is a leader in all of us. Our village works together to raise our children. It is the role and responsibility of the administrative team to identify and grow those strengths through coaching and determining opportunities to practice those skills. Empowering all stakeholders builds a sense of ownership for the school's vision, polices, relationships and programs.

Kelly-Pharr Elementary has one principal, two assistant principals and a counselor that make up the administrative team. This team meets bi-weekly to review events, goals and plans that help the school move towards closing the academic gaps. The administrative team has an open door policy that allows all stakeholders to work together. These members facilitate partnerships with the community, staff, parents and city leaders. There are monthly meetings that ensure all stakeholders are aware of the schools' events, programs and decisions. These meetings establish a two-way communication that supports all have a voice and input in the school's path towards educational success.

The school has developed eight committees that are comprised of teachers, librarian, instructional aides, custodians, cafeteria workers and administration. These committees meet to build pride, plan and recognize student achievement/progress, increase student attendance, build campus wide relationships and boost staff morale, and fundraise for student and staff accounts. Each committee meets monthly to develop and carry

out plans aligned to their objective allowing for their ideas and voices to be heard. Events in which the committees have planned include The Father-Daughter Dance, Veterans Day Program, attendance incentives, Good Choice Celebration activities, staff celebrations and our annual Fall Lock In.

There are leadership roles within our teachers that are assigned each year. These include our grade level chairs that lead their grade level team in data-based instructional planning, communication connection for administration. These teachers take on this additional responsibility to be the voice of the grade level. The campus also has five collaborative learning facilitator positions. The CLF collaborates with colleagues to share instructional strategies, use data to guide instructional decisions, analyze lesson plans or student work samples, conduct research, or solve instructional problems. These positions utilize an application process that is aligned to our Spirit of PSJA criteria. The campus also has a collaborative learning leader that builds capacity and assists administration in creating roadmaps that lead professional learning targeting campus needs. All of these unique and essential roles empower teacher leader capacity and increase teacher learning which enhances instruction and closes academic gaps.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

There are numerous activities that are implemented within Kelly-Pharr that employ academic, and socio-emotional high achieving expectations but the one that is constant through out the years and implemented in every single classroom with every single student is our Good Choice Celebration. The purpose of this activity is to empower our students and help them realize how they themselves influence their learning, character and community. This strategy builds students understanding that they have a say in their future no matter what age they may be. The aspiration is to demonstrate to students that they are responsible for all of their actions.

The expectations and criteria that support this strategy are created by each grade level and shared with students and parents through a contract. Expectations outlined include attaining reading goals, completing home and classwork as well as sustaining positive behaviors within themselves and others. Every morning these expectations are reinforced with our school pledge recited by the students.

Every six weeks students that have maintained academic and behavioral expectations attend a good choice celebration. This activity may take place on or off campus and has included field days, trips to the movies, attending musical performances and other uplifting experiences. The focus of these activities is to reinforce the decisions students have made to meet their goals. The grading period establishes the consistency of the Good Choice Celebration and reinforces the rules, expectations and responsibilities that students at Kelly-Pharr Elementary have risen to. Kelly-Pharr Elementary has used the Good Choice Celebration to motivate students to take the daily steps needed to close the academic gaps. This key driver has led this experience is used to reflect upon and rethink the choices that were made. For this reason, every new grading period offers students a new opportunity, emphasizing that better choices and decisions can be made.