

U.S. Department of Education
2021 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. Laura Johnson Morris
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name A. P. Beutel Elementary School
(As it should appear in the official records)

School Mailing Address 101 Nasturtium
(If address is P.O. Box, also include street address.)

City Lake Jackson State TX Zip Code+4 (9 digits total) 77566-5892

County Brazoria County

Telephone (979) 730-7165 Fax (979) 730-7235

Web site/URL
https://www.brazosportisd.net/schools/a_p_beutel
elementary E-mail lmorris@brazosportisd.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Danny Massey E-mail dmassey@brazosportisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brazosport Independent School District Tel. (979) 730-7000

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. Mason Howard
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 3 High schools
 - 1 K-12 schools
- 19 TOTAL

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	49	46	95
1	74	60	134
2	61	57	118
3	53	57	110
4	51	58	109
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	288	278	566

*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):
- 0.5 % American Indian or Alaska Native
 - 1.7 % Asian
 - 3.2 % Black or African American
 - 41.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 51 % White
 - 2.3 % 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 2019 - 2020 school year: 16%

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

A.P. Beutel Elementary is one of ten elementary schools in the Brazosport Independent School District. Brazosport ISD encompasses six communities. In 2019-2020, forty five students enrolled in A.P. Beutel Elementary, sixty-two left resulting in 107 students who were mobile out of an enrollment of 671 students. Of the 107 mobile students, twenty-nine moved within the Brazosport area. Forty-four students were mobile due to employment, or lack of, in the petrochemical industry. Twenty mobile students moved to nearby communities in the county for unknown reasons. Five mobile students were homeschooled, and nine mobile students were first-time enrollees in the early childhood classes. The 16% mobility rate is an increase of 3.3% and forty-two students from the previous school year. At the end of the 2018-2019 school year several projects in the petrochemical industry were completed and contractors left the area, leading to increased mobility rates across the district as families left to find work elsewhere.

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, 2019 until the end of the 2019-2020 school year	45
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	62
(3) Total of all transferred students [sum of rows (1) and (2)]	107
(4) Total number of students in the school as of October 1, 2019	671
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

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

Spanish, German, Tagalog, Vietnamese

English Language Learners (ELL) in the school: 4 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 297

8. Students receiving special education services: 15 %

85 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|-----------------------------------|------------------------------------------------|
| <u>14</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>19</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>16</u> Specific Learning Disability |
| <u>6</u> Emotional Disturbance | <u>54</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>13</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: 8

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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 15:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	97%	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 2020.

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. 2007

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

A.P. Beutel is committed to providing a positive and productive learning environment to help all children reach their potential by building academic success and positive self image.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Due to COVID, Beutel Elementary started the 2020-2021 school year operating virtually for most students with the exception of the special education population who had the option to attend school in person or to receive virtual instruction. Within three weeks the campus was prepared to fully embrace traditional classroom instruction while employing COVID safety measures if parents wanted to send their children to school. Approximately 70% of students returned to campus with 30% choosing a virtual classroom option. Since the staff has embraced implementing safety measures such as temperature checks, social distancing, mask wearing, and teaching in cohort groups allowing students to remain together as a family, quarantined students and staff numbers have been relatively low. When students were quarantined, instruction continued and supports were in place to ensure students learned and parents had the help they needed to support their child. The use of an online classroom platform provided detailed assignments and instruction through virtual classrooms which was comprehensive, yet easy to use for those who were less tech savvy. The staff and administration of Beutel worked very hard instilling confidence in parents that the campus could provide a safe and productive learning environment, either in the classroom or virtual, despite the pandemic.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

A.P. Beutel Elementary is one of ten elementary schools in the Brazosport Independent School District that is nestled in the heart of Lake Jackson, Texas. Beutel Elementary is located about 17 miles from the Texas Gulf Coast, also known as the “chemical coast” because of the chemical industries that line the shorelines. The original school was constructed in 1958 and its namesake, Dr. A.P. Beutel, was one of the principal founders and designers of Lake Jackson and of The Dow Chemical Company. Dr. Beutel’s legacy lives on as Dow Chemical continues to be Brazoria County’s largest employer and an invaluable supporter of Brazosport schools. The school was rebuilt and modernized in 2016 and is a showcase for architectural design. Colorful hallways, spacious classrooms and beautiful collaborative spaces greatly enhance learning for the 567 learners in kindergarten through fourth grade. The school created a science lab and math lab for students to experience real-life applications and to make learning exciting and fun!

Beutel Elementary has slowly evolved from a majority Caucasian community with less than 24 percent economically disadvantaged to a very diverse community with over 50 percent economically disadvantaged in the past 10 years. High expectations are set for all students. The teaching staff has embraced the professional learning community (“PLC”) process to ensure that students are learning at high levels as evidenced by their performance on standardized tests and other summative and formative assessments. Once an “Improvement Required” campus, the staff focus became utilizing researched-based practices to support not only students, but each other as trained professionals. The implementation of a structured reading and balanced literacy schedule that included an intervention block honed in on personalized learning and supports needed for struggling learners. Utilization of a spatial temporal math program, daily number talks and fact fluency emphasis are non-negotiable schoolwide practices. Social and emotional learning has also become a top priority. The school has institutionalized different programs utilizing positive behavior supports to ensure that student needs are met. Grade level teams work closely to ensure that whatever the needs are, they are provided for both students and their families. If needed, a backpack of food for students is sent home each weekend. The staff incentivizes and celebrates good behaviors and academic success through assemblies, recognition ceremonies and a yearly bluebonnet festival that is held each spring (pre pandemic). Students' physical well-being is addressed through regular PE classes which include nutrition and heart-health programs.

The school mascot is the “Trailblazers.” This name was exemplified last year when the pandemic began. The teachers had already “blazed a trail” for digital platforms and had created the “Beutel Hub” as a communication tool between school and home. When COVID 19 caused school closures, the Beutel staff immediately began posting assignments on the hub to ensure that students were not missing instruction. Staff reached out to students and parents, made sure that everyone had a laptop and internet access and held on to students “digitally” to make sure that quality instruction continued. Teachers quickly adapted to digital teaching and instruction to support both their students and each other. The Beutel staff shared the Beutel Hub concept with all of the elementary principals and teachers in the district for replication, along with the strategies to keep students connected digitally. The bond between teachers and students became stronger as students logged on each day for a longing of “normalcy” and adult interaction. When students finally returned to school, Beutel staff assessed the students and used this data to accelerate student learning. They took the students where they were and continuously put action plans in place to propel them and prepare them for the next grade level. The staff never used the pandemic as an excuse; collaboratively they found challenges as opportunities for continuous improvement.

Beutel Elementary was the recipient of the National Blue Ribbon Schools Award in 2007 and it was the pride of the community by serving as a model school for BISSD and the surrounding districts. Thirteen years later, with three superintendent changes, three principal changes and only eight staff members remaining since the time of the award, Beutel Elementary continues to be an exemplary school holding five distinctions on the state standardized test. The landscape has changed. Minority student populations and economically disadvantaged student populations have increased, yet high expectations remain for all students. The vision “Blazing a trail into the future through innovation to produce positive and productive learning environments for all,” and the mission to help all children has remained constant. While the outside recognition was welcomed and appreciated in 2007, the 2021 nomination invigorated the hearts and minds of all of the

stakeholders of Beutel Elementary. Their light continues to shine in the community, but even brighter than before because the belief is, from Beutel Elementary, anything is possible!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1. Core Curriculum, Instruction and Assessment

Beutel Elementary utilizes the district’s developed curriculum frameworks which are aligned with the Texas Essential Knowledge and Skills (TEKS). The curriculum is designed for all grade levels and provides unit tests and curriculum-based assessments to measure and monitor student growth. Beutel believes that all students can learn and the campus lives by the philosophy that “all means all.” Each teacher follows the scope and sequence for instruction in their content and works collaboratively with other grade level teachers to design instruction. Teachers meet weekly in PLCs to review student performance, develop instructional strategies and create common formative assessments to ensure students are learning at high levels.

Beutel Elementary’s top priority is ensuring that students are at or above grade level in reading. The campus holds the belief that literacy is the foundation for all content areas. At the beginning of each school year, teacher teams create grade level SMART (Strategic, Measurable, Attainable, Results oriented and Time bound) goals as well as individual student goals based on screener assessments in grades K-4. Grade level and vertical team meetings focus on curriculum alignment, goal setting, and sharing best practices to ensure that students are on target with responsive interventions and enrichment opportunities, as needed. For whole group instruction, teachers employ the gradual release model within their literacy blocks by utilizing the “I Do, We Do, You Do” strategies. Small group instruction is used to reinforce concepts based on a students’ individual instructional reading level. The literacy blocks utilized in class encompass reading aloud, shared reading, and direct teaching. Differentiated instruction meets the needs of diverse student learners. Classroom walls are covered with anchor charts, vocabulary word walls, and student work to reflect a learner-centered classroom environment.

Math instruction is data-driven and differentiated based on the individual needs of the students. The campus utilizes a TEKS-based instructional model to develop a problem-solving curriculum designed to develop content knowledge and skill mastery. Teachers follow four tier 1 priorities in all grades: daily number talks, WIPS problem-solving model, guided math, and math vocabulary. During number talks, students are challenged to solve problems mentally and share their strategies and thoughts with their peers. Students develop mathematical language, reasoning and problem-solving skills, as well as computational skills. The WIPS problem-solving model allows students to build their knowledge using a consistent strategy at all grade levels. WIPS is defined with “W” as what the question is asking, “I” as important information, “P” as the process/plan/or picture, and “S” as the solution or solving process. Guided math allows for teachers to deliver whole group instruction to introduce new concepts and skills. After whole group instruction, students are provided an opportunity for student-driven engagement, hand-on activities, as well as small group differentiated instruction driven by data. This guided math process allows for students to engage in exploration through manipulatives, student discovery, and learning from each other. Teachers also incorporate selected computer-based instructional resources into their guided classroom instruction. Math standards are analyzed and mathematical vocabulary is delivered through instruction designed to build student knowledge and competency.

Science is taught at all grade levels. Teachers utilize a 5E (engage, explore, explain, elaborate, evaluate) lesson plan model. Students have an interactive science journal and record information about science concepts being taught. Students explore the scientific method and have access to science tools and resources. Lessons include hands-on experiences such as the school garden where students learn about biology, ecology, and the environment. Literacy is reinforced through the integration of science-based texts.

Social studies instruction focuses on community and civic responsibility. Students learn what it means to be a good citizen and to participate responsibly in their communities. Students have access to differentiated digital resources. Units are presented in a newspaper format with an emphasis on reading comprehension, writing, and social studies skills. Students participate in whole group, small group, and center-based activities. An online component is set up like a traditional newspaper that has informational videos and virtual field trips embedded in the weekly articles. Content vocabulary is stressed in each article and

teachers employ word walls and anchor charts with the expectation that students are to use vocabulary recently taught in written assignments.

Students take multiple screeners throughout the year. Screener data provides a map of student needs and student growth. Teachers utilize formative assessments, unit tests, and curriculum-based assessments to assess student mastery of the core subject areas. Teacher teams meet weekly in PLCs to discuss student progress. Based on assessment data, teachers create Tier 1, 2 and 3 groups and formulate instructional strategies to reteach and provide opportunities for student success and enrichment. Students who continue to struggle are assigned to a campus interventionist for Tier 3 support with the goal of providing intentionally targeted learning lessons that will focus on student weaknesses until success occurs.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

Beutel's schedule allows for students to be exposed to a variety of curricula daily called "specials." Students participate in STREAM, music, physical education (PE), library and digital media resources, maker space, and keyboarding. The campus stresses the importance of academics but realizes that proper adolescent development is dependent upon well-rounded curricula.

STREAM (Science, Technology, Reading, Engineering, Art, and Math) classes follow the STREAM curriculum, which is modeled after the NASA mission roles. Elementary units are a set of whole class, cross-curricular, problem-solving activities, and experiments designed to bring STEM knowledge to life. Each themed unit focuses on the technology and engineering applications in science and math. Students learn how to articulate and try ideas knowing that failure is the key to problem-solving; as all activities are problem-based. Students use hands-on projects, work collaboratively, and track their work in mission journals. STREAM provides the opportunity for students to become better teammates, co-workers, and problem solvers.

Students engage in a weekly music class. The music teacher works closely with grade level teachers to select resources that support academic areas and align with the TEKS. For example, students focus on song lyrics that support a main idea, theme, genres of literature, characters, and current events in literature. Musical notes and rhythm are related to math instruction as students utilize their mathematical skills to analyze the tempo and the use of musical stanzas. Music classes also offer students the ability to express themselves in a format that may not be conducive in the traditional classroom.

Students participate in regular PE activities in addition to daily recess. The physical education program utilizes the state approved health curriculum, which promotes 60 minutes of physical activity daily and incorporates games and activities that make learning fun. Academic vocabulary and math concepts are used in PE to support core academic subjects. The upper elementary program emphasizes increased mobility, fine motor skills, and assesses student progress through periodic testing. PE emphasizes heart health and nutrition utilizing nationally available curricula. Additionally, drug and health awareness is taught during PE.

Library classes are held weekly. The library provides open access to the information tools and content for 21st-century learning skills which include: books, eBooks, Chromebooks (at-school and at-home), online content libraries and databases, educational software, online search tools, and other digital learning tools. A school wide incentive based reading program encourages daily reading at all levels. Beutel partners with the public library during the summer months to help students remain engaged and grow their literacy skills.

Maker space is a collaborative workspace where students are afforded the opportunity to learn and explore a variety of STEM-related fields with the premise of “making nothing into something.” These activities foster problem-solving and 21st century critical thinking skills.

Since Beutel provides Chromebooks for their students, a keyboarding class has been introduced to promote proper computer skills and ‘hand and eye’ coordination skills, which research has shown improves letter-recognition and writing skills. This keyboarding class integrates cross-curricular connections that align with subjects being taught with our state standards. This class also provides the knowledge and skills for digital citizenship and prepares them for online assessments as our state moves in that direction.

3. Academic Supports:

Beutel employs the use of screeners to identify student achievement and growth to assist with delineating students who may be in need of Tier 2 or Tier 3 intervention support. Screeners are given at three designated periods during the school year and students targeted for support are placed in intervention classes and monitored for progress. The campus schedule allows the opportunity for each grade level to plan together. During planning, teachers review and disaggregate student data to identify the TEKS that students have not mastered, and develop intervention strategies to reteach students until they gain mastery of that specific content or skill. Students are identified at the beginning of the school year through assessment data for Tier 3 interventions and work with an interventionist to close achievement gaps. In addition, teachers meet weekly to evaluate student progress. Students who have not mastered a skill or concept can be identified early and targeted for a Tier 2 intervention within the class which will provide direct intense instruction. As with any campus program, parent support is crucial for a student’s success. Parents are involved in RTI meetings and consistent communication between home and school occurs daily to ensure that student progress is clearly understood. Students who continue to struggle are provided with after school tutorials allowing them one more avenue to reach success.

Beutel offers a gifted and talented program aimed at higher achieving students. Students attend classes for 90 to 120 minutes per week. The curriculum is similar to one found in an International Baccalaureate program with each grade level studies culminating in a research project that allows students to independently explore topics of study to a higher degree of depth. The campus also recognizes that as students advance from one grade level to the next, achievement levels must be at a magnitude that ensures growth will be continuous.

Beutel Elementary approaches support for students with disabilities/special education needs with an inclusive and growth mindset. Students receiving special education services are supported primarily through in-class support, providing them access to the rigorous learning experiences within the general education classroom. The collaborative instructional teams (teachers, co-teachers, and paraprofessional support) plan for accessible instruction using a variety of universally designed instructional strategies and supports that also meet the individualized needs of students receiving special education services. Student achievement data and progress are analyzed weekly during campus student support team meetings. This team consists of interventionists, special education teachers and support staff (diagnostician, speech pathologist) and administrators. Parents and families are an integral part of special education processes as well. In addition to district parent training, campus and classroom staff provide frequent communication and individualized training and support to parents/families based on their student’s individualized needs.

At Beutel, the language and culture of English Learners (EL) are highly valued and the campus welcomes the diversity these students offer to the community and to students’ overall educational experience. ELs are strategically scheduled with experienced ESL certified teachers who understand the needs and developmental characteristics of this unique population. Student

academic and socialization skills are monitored and multiple instructional strategies are employed to enhance classroom learning which includes; sheltered instruction, small group learning, use of an online language-support program, and co-teaching. In addition, faculty and staff work closely to ensure inclusive practices are in place so language barriers are never an issue. The campus seeks out ways to translate all home/school communication to keep families informed of campus activities and student progress. The Beutel office staff is bilingual and is able to communicate with Spanish-speaking families, which is the school's largest population of English Learners. However, the student population continues to increase and currently includes learners who speak Spanish, German, Tagalog, and Vietnamese.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Beutel teachers believe in the power of building strong relationships as the foundation for engaging learners. Students are highly engaged as evidenced by their actions, attitudes, and enthusiasm. They love coming to school because they never know what to expect from the exciting lessons that their teachers have designed in their collaborative grade level teams. Students shop in the “math lab”, build robots in the STREAM lab, become authors for books in their reading classes, and execute performances in their “specials” classes. The campus provides opportunities for hands-on experiences and student discussions. Classrooms are noisy with “turn and talks” and collaboration among students. The collaborative spaces near the grade level pods are readily accessible for students to work on projects and for small group instruction if needed outside of the classroom. These collaborative spaces proved invaluable after COVID closures because the teachers were able to easily space kids apart utilizing this area.

Teachers connected with virtual learners utilizing a variety of digital platforms. During school closures, teachers had a drive through parade to encourage students in their virtual learning. Instructional supplies and science experiments were delivered to students during school closures to allow participation in interactive lessons. Since reopening, virtual learners are intentionally included in school-wide celebrations and activities.

The social and emotional well-being of each student is important. The counselor and teachers work to ensure students feel valued and welcome. Responsible 4th grade students are placed strategically throughout the school in the mornings to help monitor and role model positive behaviors for younger students. Blazer bucks are the ticket system implemented by the PBIS team to reward students for demonstrating positive behaviors. Blazer buck drawings are held weekly to recognize these students. The counselor visits classrooms twice a month to share lessons based on the six pillars of character. Parents receive a monthly publication to give them tips for providing social and emotional support at home that will carry over to the school setting. The counselor coordinates several service projects throughout the year to instill a heart of giving and compassion for others in the community. The school utilizes an online platform to address college and career readiness. This allows students to explore careers that involve their interests. Beutel also hosts college days to encourage knowledge and conversations geared toward postsecondary education. During COVID closures, the counselor and teachers remained “on-call” for students via phone and email.

2. Engaging Families and Community:

The Beutel administration and staff recognize that to successfully meet the needs of their students, one must understand and engage with the family and network with the community around them. Community partnerships play a significant role in the success of students and staff. Historically, entering first graders have participated in Safety Town sponsored by the local Rotary Club. First grade parents engage in hosting a job fair. Beutel has had an Emergency Medical Service team present a Mr. Yuk poison control program to second graders. The Lions Club continuously helps students who need eyeglasses and the local DreamCenter provides backpacks of food to needy students. A local family sponsors an annual Birds of Prey presentation by the Brazoria National Wildlife Refuge.

Beutel successfully partnered with The Dow Chemical Company (Dow) and other industrial partners in the greater Brazosport area, as well as working hand in hand with the PTO that directly supports students and staff. Dow invested in Beutel by building a “math lab” in the form of a grocery store. The purpose of the math lab was to give students an opportunity to learn about money, budget, and fiscal responsibility. Additionally, Beutel’s partnership with Dow resulted in the first STREAM lab in Brazosport ISD. The STREAM lab at Beutel has become a showcase for other districts.

Beutel has a site-based team that includes family, community, business, and faculty stakeholders that share school-wide initiatives, and provides feedback and progress on these initiatives. The team then analyzes opportunities for continuous improvement and sets goals for the following year. The administration and

teachers at Beutel ensure that parents are informed in a variety of ways and provide many opportunities for all parents to be involved in campus activities. The staff goes above and beyond to create special events for the Beutel families including Donuts with Dad, Muffins with Mom, family picnics, Bluebonnet Festival and Spooktacular Night. Each of these events allows for engagement by parents and families to become more familiar with their child's school, engage with campus staff and gain tools to support their children at home. Unfortunately, due to the pandemic, some activities were placed on pause while others were adjusted to follow COVID protocols. Academic Spooktacular Night took place outdoors as an academic trunk or treat. Parents and students enjoyed an evening of trick or treating drive-through style and came home with books, flashcards, and tips for working at home. The Bluebonnet Festival was changed in the face of the pandemic to incorporate a socially distanced fun run and an online silent auction. Beutel takes a holistic approach to student success and recognizes that it takes a community to raise and educate a child.

3. Creating Professional Culture:

Teachers recognize that each possesses different strengths and work together to maximize those strengths to provide the best possible education for their students. Teachers work as a PLC to ensure that students learn at high levels in a culture of collaboration with a relentless focus on results. PLCs also allow teachers to get to know each other and become more than just a grade level analyzing data, but a team working together. The use of both horizontal teams and vertical teams allows teachers to develop strong relationships with each other. Campus committees celebrate different campus groups, bringing desserts, coffee, and other treats to recognize teachers.

The administrative team continues to support, coach, and reward teacher efforts by morale boosters such as warm and fuzzy Wednesdays. During the fall months, the staff has contests, drawings to win treats, and other incentives to lift morale and reward their efforts. A mobile coffee truck comes once a month for staff to have specialty coffees as a treat for their team meetings. Working together as collaborative teams is highly valued and this time is built in the master schedule. Teachers and staff participate in yearly surveys, and the surveys reflect a common theme. The Beutel staff feels that they are like a family that is treated with respect, and that their ideas are valued. Any concerns are always addressed, and the leaders serve as active listeners and problem solvers.

Teachers never privatize their practice but engage in shared knowledge and student outcomes during their common planning periods. Professional development is job-embedded as they share strategies that work and strategies that do not. Beutel teachers are never reluctant to share their failures as they strive for continuous improvement and seek assistance from their colleagues.

As the teaching staff transitioned to virtual learning, the grade level teams worked even more collaboratively than ever before as they were responsible for both virtual learners and face-to-face learning. Grade level teams met virtually in the beginning and then later in small groups (spread out six feet apart wearing masks) to ensure that the essential standards that were not covered from the previous pandemic closures were integrated into their current pacing guide.

Building teacher capacity not only includes working with both horizontal and vertical teams, but also attending district, state and regional professional development. This past year, the kindergarten through second grade teachers at Beutel all successfully participated in the Texas House Bill 3 Reading Academies to enhance their skills in the art and science of teaching reading. For the Beutel staff, professional learning never stops.

4. School Leadership:

School leadership believes in collective responsibility and accountability creating "leaders among leaders." The campus is student-centered and the principal sets the tone of high expectations for both staff and students. The principal celebrates student success daily and writes weekly personalized notes to staff recognizing their accomplishments. The principal works collaboratively with the Beutel staff and PTO to meet student needs. Via school media platforms, the principal kept the parents informed throughout the pandemic.

The campus leadership team and principal work together with decision making, curriculum needs, and the master schedule. The leadership team consists of teacher representatives from all grade levels including specialized personnel and meets periodically to address campus priorities and assess campus needs. The leadership team communicates with grade level teams to ensure that all staff is aware of campus priorities and needs.

The principal at Beutel Elementary is often referred to as the distinct “Mentor” as this principal has trained and mentored aspiring administrators for many years. Assistant principals that have worked under this principal have become highly successful leaders as they emulate this principal’s leadership style. The assistant principal was promoted to a principalship in January of 2021 at a neighboring school and the principal received the Principal of the Year Award for the district.

The assistant principal (AP) is responsible for addressing discipline issues and coordinating with the district behavior team to support staff and students. The AP also organizes campus testing and works closely with campus interventionists to ensure student accommodations are provided. The principal and AP create the campus master schedule and communicates all schedules with staff.

Policies, procedures, and regulations are clearly communicated at the beginning of the school year and re-emphasized during grade level meetings throughout the year. Grade level chairpersons serve as an extension of the campus leadership team, communicating with both grade level teachers and the principal as needed.

Teacher turnover is very low at Beutel because everyone works in a culture of collaboration and shares collective responsibility for student success. The leaders have virtual staff meetings but continue to meet face-to-face at least once a week during their PLC or grade level meetings. The principal intentionally seeks out ambitious teachers to empower and lead new initiatives.

In 2019, the school earned five distinctions from the Texas Education Agency for reading/English language arts, math, academic growth, postsecondary readiness, and closing the gaps. The academic excellence continues as the staff and students emulate the dynamics of the campus leadership.

5. Culturally Responsive Teaching and Learning:

Beutel staff, students, and families are made up of a diverse population. Most think only of ethnicity when discussing culture, but it also includes the homeless population as well as special needs students and different family structures. Teachers are trained annually on cultural competence and racial bias. The caring compassionate staff seeks to understand each co-worker, student, and family in order to foster a sense of love and belonging to make everyone feel special and valued. The hallmark of the Beutel culture is creating a sense of family; each child’s perspective is heard, respected, and voiced in a safe environment. Mentors from the district (and volunteers pre-pandemic) are paired with struggling students to address academic needs or make social and emotional connections.

Teachers are cognizant of their classroom environments and are intentional in addressing all learning styles. Teachers work collaboratively to create student-centered environments and use resources in core areas that are reflective of diverse cultures and reflect student voices. The librarian takes student culture and experience into consideration when expanding the library collection. Students have multi-modal opportunities to understand and react to academic concerns as well as current events. For example, students role play and practice, read stories, utilize hands-on activities, “turn and talk” and hold class discussions to reflect on certain topics and issues. Anchor charts have words and pictures to assist English learners and struggling readers. Beutel is a “No Place for Hate” campus. Students have regular lessons addressing cultural diversity, cultural bias, gender equality, empathy, and acceptance as part of the No Place for Hate program. Students are motivated to learn by the excitement that they experience and these types of learning

experiences cut across all cultures.

The pandemic drew students even closer as a family as they had to stay together as a cohort throughout the year to travel down hallways, have recess and eat lunch. This strong sense of “togetherness” really bonded the children, both socially and emotionally. Parents grew even closer to their children’s teachers as teachers entered their homes virtually via online classroom programs. Parents were solicited as partners to help their children with at-home learning, especially during quarantines. The communication between home and school was constant. This cultural responsiveness encouraged all students to feel a sense of belonging and gave them a safe space to not only be heard and respected but an opportunity to maximize their learning engagement.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Beutel Elementary has embraced the commitment to operate as a professional learning community (PLC), which encompasses weekly meetings as a grade-level team. Teams are afforded the opportunity to collaborate, review the curriculum, analyze data, develop common assessments, and formulate lessons and strategies for student success. Additionally, the school's master schedule not only centers on a common planning time for teachers but provides an intervention block for students to have additional learning opportunities. This block is called a Response to Intervention (RTI) time.

This designated time has been the one practice that has helped the school provide additional time for instruction to address student learning gaps from the coronavirus. Since teachers have common planning time, they are able to identify students that are struggling with the content and students who need more specialized support (English learners, special education needs, dyslexia, and behavioral needs). Additionally, students who have demonstrated mastery have an opportunity to extend their learning and are provided enrichment opportunities that exceed the rigor of the core instruction. This additional time is provided so that students are not pulled out of their core classrooms to address remediation and enrichment. RTI instruction is targeted at the skill or essential concept that students missed during core instruction. Tier 2 instruction is provided in the classroom by the classroom teacher. Students that are at least two years below grade level are provided with Tier 3 instruction, which is supported by the special education teacher, interventionist, or English as a second language teacher. Tier 3 instruction is individualized even more and is delivered in a smaller group setting; it can sometimes be one-to-one. After several weeks of receiving specialized remediation, student data is analyzed to determine if more wrap-around services are needed. Providing Tier 2 and Tier 3 instruction has been a challenge for this school year as so many students lost ground on grade-level core instruction. This RTI time has proven to be invaluable for many students as evidenced by the screener data, curriculum-based assessment data, and other summative data. It continues to support that all students can learn if given multiple opportunities, additional time and support for their learning. The faculty and staff of Beutel are extremely dedicated to their students and continuously work collaboratively to make certain all students are achieving at high levels.