

U.S. Department of Education
2022 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. Dee Rae Timberlake
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Texico Middle School
(As it should appear in the official records)

School Mailing Address 520 N Griffin Street PO Box 237
(If address is P.O. Box, also include street address.)

City Texico State NM Zip Code+4 (9 digits total) 88135-0237

County Curry

Telephone (575) 482-3305 Fax (575) 482-3650

Web site/URL https://www.texicoschools.com E-mail dtimberlake@texicoschools.com

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. Robert Brown E-mail rbrown@texicoschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Texico Municipal School District Tel. (575) 482-3301

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. Craig Rohrbach
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	17	24	41
7	20	21	41
8	29	24	53
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	66	69	135

*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):
- 0.9 % American Indian or Alaska Native
 - 0.4 % Asian
 - 1.8 % Black or African American
 - 43.4 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 53.4 % 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 2020 - 2021 school year: 5%

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, 2020 until the end of the 2020-2021 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2020	139
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

Spanish

English Language Learners (ELL) in the school: 11 %
15 Total number ELL

7. Students eligible for free/reduced-priced meals: 59 %

Total number students who qualify: 79

8. Students receiving special education services with an IEP or 504: 11 %
15 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|------------------------------------------------|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</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. 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.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
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 19:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	100%	96%	95%	95%	96%
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 2021.

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.

To provide high quality instruction that emphasizes academic achievement while addressing the social, emotional, and physical needs of the middle school learner through a partnership between staff, families, and community. We believe academic and behavioral student success can be achieved by using a proactive approach for creating and maintaining a safe and healthy learning environment.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

https://www.texicoschools.com/293579_2

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

PART III – SCHOOL OVERVIEW

Outstanding students, teachers and school board. High academic success and outstanding extracurricular performance. Building character for tomorrow's leaders. The mission for Texico Middle School is to educate and prepare all students for tomorrow. The school recognizes its shared responsibility with the community for the effective and efficient use of its resources to educate the students in our system.

Texico, New Mexico's population is around 1,050 people. We are on the eastern side of the state, and Texico shares a border with the state of Texas. Our entire school district spans over 293 square miles. Our community as well as our educators believe that education is a team effort. Students, parents, teachers, and other staff members working together creates our success. In Texico we utilize the resources we have which is what makes us quite unique.

Texico Middle School is located in a rural community in which farming and ranching are key industries. The middle school enrollment fluctuates around 140 students and these students are offered a solid academic curriculum along with various extra-curricular programs. These programs include athletics, FFA, and FCCLA (Family, Career and Community Leaders of America. Texico Middle School continues to keep pace with current technology opportunities having a 1:1 device to student ratio. The average household income is \$35,560 annually. We are not a wealthy community, but what we do know how to do is: WORK. The foundation of our community has built upon this core value for decades. As a result, when parents enroll their students in Texico, they know that their child will be expected to work hard academically. Success is the main tradition that drives the Texico community, students, and staff. This tradition is known, not only throughout the surrounding school districts, but throughout the state of New Mexico as well. We take pride in a very common saying: There is nothing tougher than a Wolverine.

Recently we were named the #2 school district in the state. Our students are all held to a high standard in and out of the classroom. Stacker, a news organization that provides approachable journalism, compiled a list of the best school districts in New Mexico using rankings from Niche. Niche ranks school districts based on a variety of criteria including academics (SAT/ACT scores and state proficiency tests), teacher salaries, expenses per student, and access to extracurricular activities. Texico Municipal Schools Stats: Number of schools: 3 (580 students) Graduation rate: 90% (62% reading proficient and 41% math proficient). Average teacher salary: \$60,836 (15:1 student to teacher ratio). Our teachers are all licensed, well prepared, and utilize innovative instructional strategies in their daily classroom instruction. Students are held accountable for their learning. Not doing is not accepted at Texico.

The Texico community works well with the school and supports our endeavors and activities with students. Our handbook policies are well-defined and rigorous at the request of our community leaders and school board, i.e., attendance and dress code policies. As a result, the students generally respond to and respect the rules; however, there are consequences for that occasional student who chooses not to. Building character is the responsibility of all stakeholders, and it is not unusual to receive favorable reports from people both in the community and in different parts of the state about the respectful behavior of Texico students. The students are expected to be respectful, honest, helpful to others, punctual, responsible and have a strong work ethic. Expectations are high at Texico; however, the students rise to meet those expectations almost every time.

We are successful from year-to-year. We are worthy of National Blue Ribbon status because of this. Highest academic achievement teamed with extracurricular programs that produce successful results and individuals each year, is attributed to dedicated administration, staff, student, school board, parents, and community.

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:

Our administration and staff have been very pro-active in choosing high-quality, standards-based curriculum that is culturally and linguistically appropriate. In New Mexico, high quality instructional materials (HQIM) are content-rich, fully accessible, culturally and linguistically relevant, free from bias, research-based, and aligned to New Mexico state standards. They are written with clear purpose, effective lesson structure, and pacing to provide flexibility for teachers to best support learning for all students, encouraging inquiry and curiosity. HQIM provide a variety of relevant assessments to support and guide teachers with professional tools to evaluate student comprehension of the content and provide deeper understanding of the standards. HQIM also provide support to identify the linguistic and cultural lenses that students use to make meaning in the content area.

As our state has implemented changes and improvements in the process to provide appropriate curriculum, we have provided PD (professional development) for all staff to address the needs of our instruction. Most recently our PD has focused on implementing what has been commonly referred to as RtI (Response to Intervention) strategies. Our focus has been driven by student progress data for grade-level standards, ensuring we have a better understanding of RtI and how it works has lent itself to empower our teachers with a classroom instructional strategies to make evidence based-decisions that are fluid, timely and meaningful.

In our state, we have transitioned from the RtI framework to what our education department has designed known as MLSS (Multi-Layered System of Supports). Within this MLSS, teachers have been taught how to utilize and implement it as a coordinated and comprehensive framework that uses increasingly intensive evidence-based academic and behavioral supports that address student needs as evidenced by student data. It is a model for holistic school improvement that provides progress measures for additional supports such as school-based team structures, training, health and wellness, and family and community engagement. MLSS satisfies the definition of “multi-tiered systems of support” contained within the current Every Student Succeeds Act (ESSA).

Within our PD, we have continued to emphasize the importance of the never-ending cycle for data-driven decision making that includes: identifying learning gaps, analyzing data, implementing action, and evaluating student progress. When identifying learning gaps our focus includes: What should students know and be able to do? What if they already know and can do it (gifted characteristics)? (This is based on grade level NM Content Standards, behavioral standards, and when applicable, the English Language Development (ELD) standards). Additionally, determining if the gap identifies a pattern. (i.e. is it by individual, small group of students, grade/department). When analyzing data our focus asks the question: What does the data indicate? Also, we identify the current expected achievement and determine the root causes of the gap between performance and expected achievement. Implementing our plan includes: Determining the strengths of the student(s), inclusive of cultural and linguistic factors. Stating specifically what will be taught (or focus of instruction/intervention/acceleration. Developing a plan for measuring and monitoring the effects of the instruction/intervention/ acceleration; (use a measurable target between the baseline and intended goal), focus on measurable objectives. Defining specifically who is responsible for each action, the method for delivery of instruction, monitoring/fidelity to the plan, resources, and a timeline for completion. Finally, when evaluating our plan, we use the data from progress monitoring of the instruction/intervention/acceleration, determine if the student has successfully demonstrated mastery or needs acceleration. If yes, should the plan be extended? If not, how will the plan be adjusted to increase the rate of learning?

Additionally, staff continually edit units of study, teaching methods, and instructional strategies to meet these changes. Focusing on understanding our state standards and how to "unpack" them, fosters high-

quality implementation into the classrooms.

As a staff, we review and analyze textbooks searching for those which provide the most innovative and complete curriculum. Supplemental materials are also reviewed in order to see what will provide the greatest support of students with differentiated learning needs.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Through the study of language arts, Texico Middle School students learn to read, write and think effectively with the goal of becoming successful community members. Texico Middle School's language art curriculum provides students with a variety of rich learning experiences, which challenges our students at the highest level.

The current middle school curriculum is based on the New Mexico Common Core State Standards (NMCCSS). The reading, writing, speaking, listening and language standards are integrated throughout the students' learning experiences. Students' learning tasks and materials are differentiated based on individual student needs. A variety of material and online resources are used to challenge and enrich each student's individual learning experience. The students are taught reading strategies to assist them in constructing meaning from a variety of texts. Teachers build the confidence and competence of these students through engaging them in multiple readings of grade-appropriate complex text for different purposes. Texico Middle School students acquire an extensive vocabulary through reading, discussion, listening and word study.

In every middle school reading and English language arts classroom, our teachers supplement instruction with NoRedInk. Within in the platform, teachers give formative assessments to establish a baseline of skills for individual students and their class as a whole. The assessment data is integrated into assignment creation, allowing teachers to easily and effectively differentiate instruction. At the conclusion of a unit, teachers can give summative assessments that measure student growth. NoRedInk's assignments allow students to build a portfolio of written work and engage in a scaffolded peer-review process. The assignments provide teachers flexibility to assign daily practice as well as authentic assessments. When using NoRedInk, students see questions that are tailored to their unique interests, increasing engagement. The mastery-based assignments require students to demonstrate complete understanding of a skill before advancing. When students make mistakes, they are given immediate targeted feedback and remediation. Our teachers utilize this data as well to assist them in planning instruction objectives and needs on a weekly basis. In addition, teachers rely on simple classroom formative assessment strategies that assist in both driving instruction as well as lesson planning. Examples that we have found to be effective are: Exit tickets, which is a formative assessment tool that give teachers a way to assess how well students understand the material they are learning in class. This tool can be used daily or weekly, depending on the unit being taught. Kahoot is another assessment tool that has been successfully implemented in our middle school. Because students and the teacher see immediate feedback between questions, this is a powerful tool for formative assessment; students hardly notice they are evaluating their own knowledge and being evaluated. Players earn more points for quick answers, and they see how they rank between each question. Additionally, teachers utilize comprehensive summative assessments that evaluate students' knowledge acquired over the standards. Our teachers sometime develop their own assessment as well as utilize the standardized assessments with our curriculum.

Throughout the academic year, students explore text structures and elements across a broad range of genres, including plays, poetry, memoirs, visual documents, primary and secondary sources, and audio and video performances. Students develop a broad vocabulary and knowledge of a wide range of subject areas, ranging from classic literature to contemporary literature, from neuroscience to key American thinkers, and from modern drama to Greek mythology. Texts are selected with the goal that all students work with increasing independence and proficiency with texts at their grade level of complexity. In our classrooms, the texts taught range in Lexile ranges from 955-1155 for students on grade level. For those needing below grade level, texts those may range anywhere from 450 – 980. Additionally, students performing above grade level are provided text ranging from 1080 – 1355. From 6 to 8th grade, the complexity is guided by the NMCCSS. Nonetheless, in the English Language Arts Standards, there are four strands of Standards: Reading, Writing, Speaking and Listening, and Language.

1c. Mathematics curriculum content, instruction, and assessment:

Mathematics teachers at Texico Middle School use a Universal Design for Learning to create and deliver innovative lessons, hands-on activities, and to scaffold instruction for ALL students. Texico teachers provide a balanced instructional approach of discovery and direct instruction. As students persevere in answering teacher generated Essential Questions that drive their instruction for each domain, students are given a plethora of opportunities to apply inquiry, reasoning, and analyzing skills. Learning targets and success criteria set forth by the New Mexico Instructional Scope, are used to focus student learning and make learning visible for students and teachers alike. Each teacher utilizes the NMIS as a guide in their instructional planning. This teacher-influenced tool ensures understanding of each of the grade level standards and how those standards connect to their students' overall preparation for college and career readiness. In an effort to address lost learning and to allow for acceleration of learning due to COVID-19, teachers have identified and focused on the most critical prerequisite skills and knowledge. Although teachers place great emphasis on these priority standards, all standards are addressed in instruction throughout the school year. Teachers use the NMIS as a guide/resource to ensure their students are engaged in a culturally and linguistically responsive education that meets the social, emotional, and academic needs of ALL students. Students participate in math explorations that essentially develop a growth mindset by engaging in productive struggle, which in turn leads students to a deeper level of conceptual understanding (the "how" and "why" of mathematics). Teachers place strong emphasis on problem solving in their classrooms by encouraging mathematical proficiency through conceptual understanding, procedural fluency, and application of concepts and skills to reach higher levels of DOK (Depth of Knowledge).

In an effort to create strategic mathematical thinkers, practice and problem solving is embedded into each teacher's daily lessons. Through rich classroom discourse students are asked to express their ideas, thinking, and critique the reasoning of others in all forms (written, pictorial, verbal).

In an effort to activate student's prior knowledge and to refine their mathematical understanding, teacher created tasks focus on reasoning and problem solving and are purposely implemented throughout the curriculum. Teachers use both formative and summative assessments to evaluate their students. These standard assessments include short response, multiple choice, gridded response, and extended response questions all of which prepare their students for the Common Core Assessments. Teachers use detailed item analysis for each question to identify students' misconceptions allowing them to respond with intervention immediately.

1d. Science curriculum content, instruction, and assessment:

Texico Middle School utilizes a science curriculum that is based on an instructional model called the 5E model. The 5E model is based on three major principles: Engage, Explore, Explain, Elaborate, and Evaluate. The 5E instructional model incorporates student-centered, hands-on investigations into a specific progression of lessons that build student understanding of scientific phenomena. It is inquiry-based, uses a constructivist approach, and is built around hands-on learning.

The inquiry based approach starts by creating curiosity about the topic. Constructivism goes beyond memorization and makes the content meaningful to the students. Then to finalize the learning we utilize hands-on learning to help students better understand concepts and principles. The science instruction in Texico Middle School encompasses the following: Engage – The Engage is a hook that piques students' curiosity or connects the content to a real-world phenomenon they already know. It is meant to be an invitation that draws them into an investigation of a scientific concept. It is usually a hands-on activity; teachers may use different Engage activities each day that the lesson is taught. Teachers can also use the Engage as a chance to assess their students' prior knowledge, and circle back to review foundational material if there are misconceptions or gaps. Explore – The heart of inquiry-based instruction, explore gives students (usually collaborating in teams) the opportunity to apply their prior knowledge to hands-on experiences. These activities may include scientific investigations, engineering solutions to real-world problems, and research. Together, the students observe closely, collect and record data, ask questions, and formulate new questions for investigation. The teacher acts as a facilitator and coach, encouraging further questions and modeling the use of appropriate scientific vocabulary to describe observations. Explain – In

the Explain phase, students begin to make sense of their data, come up with explanations, further develop their science vocabulary, apply and interpret evidence, defend their own rationale, and listen critically to other rationales. There may be a sequence of several experiences relating back to the broad questions raised in the Engage and the specific activity or activities in the Explore, all intended to develop depth and breadth around the content. The teacher's role is to guide student reasoning and direct students toward other resources. Elaborate – The primary goal of elaborate is for students to generalize the concepts, processes, and skills they have learned in the Explore and Explain. Here students build their understanding of the science concept to draw broader conclusions, proposing solutions, and extending what they learned in the specific Explore and Explain to new situations. Evaluate – As might be expected, in this phase teachers evaluate individual students for their understanding of the science concept. However, the Evaluate phase is more complex and student-centered than that: students have to opportunity to demonstrate to themselves as well as the teacher that they learned a skill or concept, and thus learn to evaluate their own progress, while teachers use their evaluations to assess their own skill at teaching the concept. At a higher level, the Evaluate phase teaches metacognition to students and teachers alike.

Our curriculum is adaptive and enriching, small group and guided practice activities are available to those who need additional support. For those students who may have mastered concepts, acceleration resources and activates are available. English Language Learners also need support and our curriculum allows all assignments to be translated for our Spanish Speaking students. Intervention and Acceleration is available to our students based on each student's academic needs. The teacher may decide to move students into either Intervention, if they need more help to master the concept, or Acceleration, if they fully grasp the concept and are ready to be challenged to explore further. Intervention –For students who are unable to grasp the concept the first time it is introduced. They include small group instruction and guided practice, where the concept is revisited in a different way, and independent practice activities that enable the student to review vocabulary and solidify understanding of the concept. Students can progress from intervention to acceleration if they master the knowledge and skills. Acceleration – Allows students who have mastered a concept to explore it further, look at it from a different perspective, or reinforce what they have learned. To keep up with changing times, our Curriculum is available 100% online, if needed. Other than the hands-on lab activates, all activates that are completed in the traditional classroom can be completed at home as well. Students who might not have been able to attend school in person, the online curriculum was beneficial as well.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

New Mexico social studies standards, with anchor standards and performance standards, are mandated for students in grades K– 12. The social studies standards include six strands: (1) civics; (2) economics/personal financial literacy; (3) geography; (4) history; (5) ethnic, cultural, and identity studies; and (6) inquiry. The strands are organized by anchor standards. Anchor standards are the core ideas, at the heart of a discipline, to be implemented across a K–12 social studies program. Anchor standards establish the universal vision that defines what students should understand and be able to do, with increasing complexity as described in the performance indicators, each school year.

The first and most important aspect of social studies in Texico Middle School is developing an environment for all students to have the opportunity to learn and then grow in the basic fundamentals of learning. The students receive information in many ways. Textbook, internet, teacher lectures, maps and other information using promethean screen and white board. Students are required to be on time and begin to work immediately when they arrive to class. Bell work is done daily at the beginning of class each day. Students have a quote to read and evaluate the meaning of the quote. Their response must be give their interpretation in a complete sentence and making sure they put the author in their response. The rest of the week bell work consists of review questions of important information from the textbook. Current events are also used in bell work from time to time. Students must restate questions with a complete sentence for each answer. Thus, allowing for the teacher to have a better understanding of the students' comprehension of the objectives. Vocabulary is critical in students understanding information and give them information for success in the future. Basic skills using the textbook is used to look up each term from the chapter. The students then have to learn the definition to be able to read related statements to each term to validate their knowing the definition of the term. Students also learn note-taking skills by finding important words in the definition of

each term. This develops techniques to help students to recall important aspects of each term and students learn the things they need write down when taking notes. Students are learning things that they will use the rest of their lives.

Geography is important to our students in the social studies department. Maps, diagrams, graphs and charts are used every week. Students are looking at maps every day of the week with the goal of learning the different types of maps and how to use these maps. Students see maps of the globe. They are familiar with all parts of the world when they move on from middle school. The New Mexico social studies standards, that are the backbone of Texico Middle School instruction, were developed with the following guiding principles in mind: Incorporating major historical themes such as power, class conflict, struggle, geopolitical impact, social justice, and equity and diversity through content standards designed to teach these topics in developmentally appropriate ways; developing student agency and leadership, employability skills, critical thinking applied to histories, stories, and the long-term impact of political decisions; diverging from a singular Eurocentric cultural script, ensuring equitable inclusion of accurate historical stories reflecting Indigenous, Hispano/Latino, Chicano, Mestizo, Genizaro, African American, and other cultural perspectives; identifying tools to share authentic stories, including the study of relationship between power and oppression; supporting the development of a strong critical historical consciousness representative of many perspectives while allowing students to maintain their own cultural integrity while learning about others; empowering students to develop pride in their identity, history, culture, and region by incorporating a community-based approach while preparing students to be a part of a global environment; utilizing historical events from a future-focused orientation; and finally, developing a future-focused orientation that allows students to be critical thinkers in considering historical context in mending, healing, and transforming future interactions

1f. For secondary schools:

Due to the high expectations of the the administration and teaching staff, Texico students are well prepared for college and career. Reading, writing, math, science, and social studies are stressed daily in Texico Middle School. Additionally, our students participate in technology courses, culinary courses, and agriculture courses. In Texico Middle School, CTE courses provide opportunities for exploration and skill development. Students can use these introductory courses to explore a variety of careers and skills related to a specific pathway or across multiple pathways, helping them identify a career or field that interests them. Many of our students start developing basic career skills, like basic communication skills, basic culinary skills, or the ability to build small structures. These courses also help students develop soft skills, including leadership, collaboration, and an overall positive attitude. By starting these introductory courses, students can then get a jump start on preparing for a career or selecting courses in high school. All of our CTE staff are Level III educators that are highly trained in their field of study.

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

2. Other Curriculum Areas:

Texico Middle School is part of a rural-agricultural based community in Eastern New Mexico. In addition, we are small in size in both the population of our community and enrollment of our school. Farming and ranching are key industries. Our community stake-holders rely on our students to continue the traditions of our area. Our teaching staff wear multiple hats to support primarily the support and implementation of other curricular programs that support the backbone of our community. In the middle school, our elective options for students focus on agriculture and leadership.

The department offers Agricultural Education instruction in the many areas of agriculture such as agribusiness, ranching, farming and farm management, industry education specialized services and public relations as well as membership in Future Farmers of America. It provides students with an opportunity to link school subjects with the real world. Students enrolled in Agricultural Education (Ag. Ed) courses are expected to demonstrate shop skills and to complete projects. Students may have large or small production

projects and or work experience on a ranch, farm or in agribusiness. Students may build individual projects in keeping with needs, interests and skills. Projects may range in complexity. As part of our Ag Ed program, FFA emphasizes development of leadership, citizenship and character. Awards for achievement in all areas of endeavor are presented each year at the FFA Parent/Member banquet. Members may enter livestock in county and state fairs and the chapter sends delegates to district, state and national conventions.

Our department of Family and Consumer Science recognizes that the 21st century brings with it new and diverse demands on all aspects of family life. Families are facing rapidly changing living patterns, are grappling with greater demands of the workplace on home life, and are witnessing an accelerated change in family member roles and functions. If we are to prepare our children for happy and prosperous futures, we must critically examine their preparation to become healthy and productive citizens, parents, consumers, home managers, and wage earners. Family and Consumer Sciences education empowers individuals across the lifespan to manage the challenges of living and working in a diverse global society. The unique focus is on families, work, and their interrelationships. Family and Consumer Sciences education has roots in both academic and career/technical education and reaches beyond the educational system into the community as it focuses on the needs of individuals and families.

At Texico Middle School we offer: Child Development – Provides knowledge about conception, birth, and physical, mental, emotional, moral, and social growth and development of children. This class provides guidance about desirable parental involvement, responsibilities one needs to consider before becoming parents, and how to provide appropriate care and a suitable environment for children. Also includes the care of a “Baby Think It Over” doll for 2-3 days & nights.

Leadership – Designed to help students learn leadership, employability, and organizational skills through FCCLA programs. Areas of study may include career research, goal setting, job-seeking and job-keeping skills, community service, peer education, and public speaking.

Culinary Arts I (ProStart I)- Provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background of the nutritional needs and requirements for healthy living. Includes lab work. Culinary Arts II-IV (Pro-Start II)- Provides students with additional knowledge and practice for commercial food preparation. Successful completion of the program may lead to ProStart Certification. FCCLA (Family, Career, and Community Leaders of America) Membership – FCCLA is an extracurricular program for High School FCS students (both male and female). This program provides opportunities in leadership development through individual and group activities, offers the chance to travel, encourages competition in Star Events, teaches career awareness, and even offers scholarship possibilities.

3. Academic Supports

3a. Students performing below grade level:

A Title one math teacher, who is highly qualified in 6-12 mathematics, provides daily interventions and support for all students. The specialist as well as the core teachers teach the core curriculum using research-based instructional strategies to help students access grade-level content. Instructional practices that are culturally and linguistically responsive as identified in the New Mexico Education Department (NMPED) Instructional Scope are an integral part of the math curriculum. The math specialist works with small flexible groups of students daily. Students are identified by formative and summative assessments based on grade level common core standards. The use of research based strategies, such as, visuals, graphic organizers, manipulatives, symbols, animation, modeling, small group discussions, etc. are implemented to present mathematical content. Core teachers along with the math specialist use multiple methods to check for understanding and allow students to demonstrate their learning, including: Thumbs Up, Thumbs Down, Self-Assessment activities, Think (Write) Pair Share, non-linguistic representations, exit tickets, and student discourse.

To address students performing below grade level in Language Arts, core teachers have embedded research based strategies, such as, partner reading, unison reading, and choral reading. Core teachers explicitly and

systematically provide vocabulary instruction, through the use of use of Word Knowledge Rating Chart or Anticipation Guide to pre-assess student understanding links between new words and previously-learned words or concepts clear, student-friendly definitions and examples use of visuals, short video clips, or graphics, opportunities to check for understanding during vocabulary instruction regular opportunities to practice new words in context, meanings of Latin and Greek roots, prefixes and suffixes, structural and morphemic analysis of words, use of student-friendly dictionaries, appropriate use of context clues, multiple meaning words, and use of graphic organizers examples/non-examples (Frayer model).

Every middle school student participates in an academic lab, 50 minutes a day in which they practice their math and reading fluency and comprehension through the use of the following platforms: IXL math and Reading Plus. Academic Lab teachers use the data provided from these platforms to collaborate with core teachers and design intervention strategies to address identified skills.

3b. Students performing above grade level:

Students in special education have access to on grade level standards and are provided the same instruction as all students in the core classroom. An educational aide and a math specialist provided one on one guidance after the delivery of the instruction in the core classroom. Depending on the disability and the IEP, support varies by student. This is a principle of inclusive education which is implemented into our middle school classrooms. In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress academically. These strategies are helpful for all students. Texico inclusive classrooms are filled with diverse learners, each of whom has strengths and challenges. Inclusion gives kids a way to talk about how everyone learns in their own way. They may find that they have more in common with other kids than they thought. This can go a long way in helping kids know that difference is just a normal part of life. It can also help kids build and maintain friendships at school which supports successful academics in the classroom. In addition, some of our additional academic supports include small group testing, more explicit instructions after delivery of content, modified assignments and assessments, provided graphic organizers, and use of notes on assessments. All students learn differently. Nonetheless, our mission is to educate each child as a whole.

3c. Special education:

Students in special education have access to on grade level standards and are provided the same instruction as all students in the core classroom. An educational aide and a math specialist provided one on one guidance after the delivery of the instruction in the core classroom. Depending on the disability and the IEP, support varies by student. This is a principle of inclusive education which is implemented into our middle school classrooms. In an inclusive classroom, teachers weave in specially designed instruction and support that can help students make progress academically. These strategies are helpful for all students. Texico inclusive classrooms are filled with diverse learners, each of whom has strengths and challenges. Inclusion gives kids a way to talk about how everyone learns in their own way. They may find that they have more in common with other kids than they thought. This can go a long way in helping kids know that difference is just a normal part of life. It can also help kids build and maintain friendships at school which supports successful academics in the classroom. In addition, some of our additional academic supports include small group testing, more explicit instructions after delivery of content, modified assignments and assessments, provided graphic organizers, and use of notes on assessments. All students learn differently. Nonetheless, our mission is to educate each child as a whole.

3d. English Language Learners, if a special program or intervention is offered:

Staff members include a highly qualified Spanish teacher, as well as a bilingual aide. English Language learners in the core classroom are provided support, through the use of a bilingual aide, multi-language technology platforms, as well as resources identified in the NM 2.0 Instructional Scope (WIDA Resources). Under Title VI of the Civil Rights Act of 1964 and subsequent federal and state mandates, all districts in New Mexico must screen, identify, and provide services to ELLs. Given this responsibility, districts are required to ask parents/guardians for the information needed to 1. identify potential ELLs using the New Mexico Language Usage Survey (LUS); and 2. assess potential ELLs using the department-approved

English language proficiency (ELP) screener (WIDA Screener for Kindergarten or WIDA Screener Online) to determine EL status. The LUS is typically administered to parents/guardians at a student's initial school enrollment and is only be administered once in a student's school career. It includes a number of differently worded questions that essentially ask parents/guardians for the same information: to indicate whether a language other-than-English is used by the student and by the student's parents/guardians, in the home. Districts/schools must identify ELL students in need of language assistance services, and parents must be notified within 30 calendar days after the beginning of the school year, or within two weeks of initial enrollment if not enrolled at the beginning of the school year. Per state regulation 6.29.5.12 NMAC*, ELLs who attain an overall composite score of 5.0 or higher on the ACCESS for ELLs assessment or an overall composite score of P1 or higher on the Alternate ACCESS for ELLs assessment, are reclassified as fluent English proficient (RFEP). RFEP students must be monitored for academic progress after exiting ELL status for two subsequent school years by the school district or charter school. If a student is not making academic progress, the Multi-Layered System of Supports (MLSS) framework should be utilized to ensure students are supported. Each district can create its own monitoring system for RFEPs, including considerations for documents used.

The on grade level mathematics curriculum is available with a mix of print and digital resources, to include Spanish translations of lesson tutorial videos. Embedded mathematical resources for the English Language Learners include strategic scaffolding, creating an environment that minimizes stress and is conducive to learning. The strategic scaffolding is systematically placed to support language, connect to prior knowledge, and increase comprehension. The strategic scaffolding provides opportunity for students to practice language as well as content. The scaffolding provides detailed suggestions for comprehensive checks that assess a large group. ELL students are provided the opportunity to learn on grade level standards with support in place. Those supports include but are not limited to effective strategies such as providing opportunities for students who are ELL to interact during learning enables them to use of social language to help understand academic concepts. Opportunities for social interaction amongst peers has proven effective in our small school setting. Additionally, incorporating use of visual aids (pictures, diagrams, models, drawings, props) during instruction, makes the language acquisition more understandable and provides a visual image for which to connect words and concepts for students. In our district we have a bilingual aid that works in small groups as well with our ELL students. During this inclusive opportunity, ELL students are provided a lesson in their native language. This allows for them to ask further questions as appropriate to understand the lesson. Finally, teachers also do their best to ensure that their classroom routines are predictable for students. Meaning that ELL students do not have to worry about what do to daily and teachers do their best to utilize all accessible resources to ensure our ELL students' academic success.

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

In accordance with our state mandates, we are required to have a homeless liaison under the McKinney-Vento Act. We identify as many homeless students as possible by using school registration as an opportunity to ask questions about housing status. Through our registration process we can address the key question for all of our students: Where do you sleep at night? We utilize all available means of communication to reach families and students: email, phone, texting, regular mail, Facebook, in-person visits, etc. We provide information as best we can about the McKinney-Vento Act. As a staff we work with homeless families, parents and guardians of homeless children and youths, as well as homeless children and youths.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Texico Middle School is meeting the social-emotional needs of our students by partnering with community providers including but not limited to Mental Health Resources and Curry County Youth. Mental Health Resources BMS is an ancillary service designed to assist parents with the modification of problem behaviors. BMS is focused on the youth but is done in connection with the parents and family as part of the process for sustained growth and change.

Curry County Youth Services in partnership with Cannon Air Force Base have created a Trust Mentoring Network. This is a 22-week long mentoring program designed to pair youth with a mentor to build relationships and promote respect, honesty, and positive attitudes. Texico Municipal School has referred over 30 students to this program and has received positive feedback from students and parents.

We have also a social-emotional program that provides middle school students a perfect blend of technology and human interaction to make certain that no student gets left behind. SchoolPulse is a social-emotional program that boosts the emotional wellbeing, individual awareness, and social competency of students. This is done by texting students videos, podcasts, surveys, memes, and empowering focused messages multiple times a week.

2. Engaging Families and Community:

Texico Middle School is meeting the social-emotional needs of our students by partnering with community providers including but not limited to Mental Health Resources and Curry County Youth. Mental Health Resources BMS is an ancillary service designed to assist parents with the modification of problem behaviors. BMS is focused on the youth but is done in connection with the parents and family as part of the process for sustained growth and change.

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3. Creating Professional Culture:

In order to be successful, it is necessary to be in a state of continual change. There cannot be improvement if everything remains constant. This is the belief of the the administration and all staff at Texico. All stakeholders seek opportunities for improvement in the instruction provided at Texico Middle School. When our state went fully remote in March of 2020, we were just of few days shy of being released for spring break. The state told us that it would be a temporary closure. After the initial shock of not having students in our building dulled a bit, we quickly realized that we must come up with an instructional solution. With that being said, we took three days and developed a plan to utilize Microsoft Teams. As a staff, 90% had never used the Microsoft suite of applications for anything except email, word, and occasionally PowerPoint. Embedded in our Office 365 was TEAMS. Because we were not allowed on campus, we created virtual staff meetings, and we taught ourselves and each other how to use Teams to create virtual classrooms for our students as well as our teachers. In addition, the staff learned how to screen record, upload assignments, and utilize remote tools to enhance their classroom curriculums. Because quality professional development is provided to our staff with curriculum adoptions, our teachers were prepared and knowledgeable of the

online capabilities of our state adopted curriculums. This made it possible for them to embed the curriculum instruction into Teams and provide quality instruction remotely. All of our students had Chromebooks. We set up WiFi hotspots for students that did not have WiFi access as well.

4. School Leadership:

Our school leadership team is comprised of the district superintendent and the building principals from the elementary, middle and high schools respectively. In addition, the assistant principal/athletic director is included as a part of that team. The primary philosophy of the district and of the team is to make unified decisions that will provide rigorous and relevant educational opportunities for every student at every level. As a team we place an importance on vertical and horizontal alignment throughout the district. Our teachers spend a great deal of time at every grade level assessing the current academic needs of our students. As a team we work with our staff to look for both strengths and weaknesses. As we learn of areas of need, the issues are addressed and changes are made effectively and gradually as appropriate. Additionally, we believe in celebrating success! Our teachers are the glue to all aspects of a school. They are to be celebrated and encouraged often for their continued diligences in our classrooms.

Due to the small size of our district, open communication between all stakeholders makes the necessary changes less stressful. The leadership team recognizes that change needs to be gradual if it is to be most effective for the staff and students alike.

5. Culturally Responsive Teaching and Learning:

New Mexico is the Land of Enchantment. Our population is diverse and beautiful, meshing together diversity from Hispanic, Native American, Anglo-Saxon and hundreds of other enchanting cultures across our landscapes. Because culture strongly influences the attitudes, values, and behaviors that students and teachers bring to the instructional process, better teacher preparation is a major factor in solving the problems of underachievement. Our teachers are adequately prepared to be culturally responsive to their students' learning styles and needs. We recognize that our students are from culturally diverse backgrounds that could significantly impact our students' learning, belief in themselves, and overall academic performance. Within our middle school, teacher's contention is that all students are capable of learning, and it requires building scaffolding between what students already know through their own experiences and what they need to learn. Our staff take pride in implementing instruction that is constructive in nature. This type of teaching promotes critical thinking, problem solving, collaboration, and the recognition of multiple perspectives. Another key component that we focus on is relationship building with our students. A teacher's learning about a student's past experiences, home and community culture, and world in and out of school helps build these relationships by increasing the use of these experiences in the context of teaching and learning. Classroom design supports student relationships as well. An inviting classroom uses the arrangement of desks to enhance interpersonal relationships between the teacher and student and among students themselves. Students must be able to relate in a positive way to their peers so that they communicate with one another.

Teachers work diligently to utilize collaborative teaching methods with evidence-based practices. They apply interactive, collaborative teaching methods, strategies, and ways of interacting that support their students' cultural, linguistic, and racial experiences. With continuous professional development our staff has learned that learning styles explain how individual students engage in the process of learning, they are not the basis for judging students' intellectual ability. By respecting appropriately to cultural differences and using curricular and instructional practices related to the cultures of our students, our middle school and classrooms become inclusive.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Accountability is the KEY to our success. Because Texico Municipal Schools is a small, rural district, the school climate is welcoming and positive. Parents appreciate the fact that the classrooms have a lower student-to-teacher ratio and feel that their children are getting a more rigorous education with a great deal of one-on-one attention. Attendance expectations have been consistent throughout the years, along with, predictable daily/weekly routines, traditions, and celebrations. There is a great sense of belonging and connection in each grade level in the district, and students are encouraged to be a part of the extracurricular activities to further that sense of community. The nurse completes wellness checks throughout the school year, and the district makes connections with families to facilitate access to food, health and supports for other basic needs. Administration and the attendance secretaries monitor attendance data in order to identify trends and provide the necessary support to students who may be missing more than normal amount of school. From the first day of school, parents of students who are absent receive a phone call from Skyward Student Information System to alert them that their child is absent. This call is partly to emphasize the importance of school attendance. Parents are encouraged to call if their child will not be in school due to medical appointments or other excused absences. Teachers communicate the impact of absences to students and parents both, explaining that missed class time is not recoverable. In the process, staff alerts the administration of any patterns or barriers that may be affecting student attendance.