

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

Official School Name East Elementary School
(As it should appear in the official records)

School Mailing Address 2700 Vincent Street
(If address is P.O. Box, also include street address.)

City Brownwood State TX Zip Code+4 (9 digits total) 76801-5845

County Brown County

Telephone (325) 646-2937 Fax (325) 646-5900

Web site/URL https://www.brownwoodisd.org/east E-mail joe.young@brownwoodisd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Joe Young E-mail joe.young@brownwoodisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brownwood Independent School District Tel. (325) 643-5644

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. Michael Cloy
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	16	22	38
K	31	30	61
1	43	27	70
2	32	35	67
3	29	38	67
4	0	0	0
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	151	152	303

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.3 % Asian
 - 4 % Black or African American
 - 41.9 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 49.5 % White
 - 4 % 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: 20%

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

Due to the in-district transfer policy, this allows for the increase in mobility to and from the campus within the district.

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	40
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	54
(4) Total number of students in the school as of October 1, 2020	269
(5) Total transferred students in row (3) divided by total students in row (4)	0.20
(6) Amount in row (5) multiplied by 100	20

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

Spanish, Cantonese

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

7. Students eligible for free/reduced-priced meals: 61 %

Total number students who qualify: 186

8. Students receiving special education services with an IEP or 504: 21 %
65 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>0</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>24</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
10. Use Full-Time Equivalents (FTEs), rounded to 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.	19
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.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	99%	97%	96%	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.

East Elementary is committed to providing all students the opportunity to develop skills necessary to learn and achieve. It is our belief that all students can achieve their goals and dreams if given the time and instructional guidance. We are committed to the development of students who are self-directed, lifelong learners who will become successful members of society.

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

Brownwood Independent School District (ISD) offers career and technology education programs in Agriculture Science, Technology Education, Family and Consumer Science, Health Science Technology, Marketing Education, Business Education, and Trade and Industrial Education. Admission to these programs is based on student interest, completion of recommended prerequisites courses, and available class space.

It is the policy of Brownwood ISD not to discriminate on the basis of race, color, national origin, sex, handicap, or age in its employment practices as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; the Age Discrimination Act of 1975, as amended; and section 504 of the Rehabilitation Act of 1973, as amended.

Brownwood ISD will take steps to assure that lack of English language skills will not be a barrier to admission and participation in all educational and vocation programs

For information about your rights or grievance procedures, contact Brownwood ISD at (325) 643-5644.

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

East Elementary school is part of the Brownwood Independent School District serving pre-Kindergarten (pre-K) through 3rd-grade students. Located in the heart of Texas, Brownwood (population 18,056) is approximately 150 miles Northwest of Austin with a poverty rate of 15.57%. BISD is a district-wide Title 1 school serving 3,439 students, with 58.80% economically disadvantaged and 48.24% at risk. With an enrollment of 304 students, the East campus is one of three elementary campuses. The demographic data shows 49.51% white, 3.96% two or more races, 41.91% Hispanic or Latino, 3.96% African-American, and 61.39% low socioeconomic. Special programs include Special Education (SE), English Language Learners (ELL), Dyslexia, Gifted and Talented (G/T), and Response to Intervention (RTI).

East has a strong RTI program for students struggling with math and reading skills. Tutors, teachers, and staff address math and reading interventions during “Pride Time” a 45-minute daily block of time scheduled for every grade level. This data-driven program goes above and beyond tier 1 instruction in the classroom and has encouraged students to develop their full potential academically. Students are placed in groups based on their specific data. As improvements are assessed and reflected within the data, the groups change throughout the year. To ensure that each child is supported in his or her academic needs, after-school tutorials are provided for students as a continuation of Pride Time and/or if students are struggling in multiple areas. During Pride Time, the data-driven need for both interventions and extensions is offered to every student. In order to nurture the students' greatest potential, extensions serve to further develop critical thinking, analysis, and evaluation. Simultaneously, behavioral needs are met and addressed with an RTI behavioral assistant, counseling guidance lessons, and individual and small-group counseling.

With a family-oriented approach, East nurtures children of diverse backgrounds, welcomes parental involvement and engagement, and honors the tradition that students always come first. Great emphasis is placed on the health and well-being of the whole child within a faith-driven, positive environment that encourages character-building and social-emotional aptitude. With many students (61.39%) attending East from socio-economically disadvantaged and/or single parent/grandparent-raised families, students' needs are met using all school and community resources. East maintains the philosophy that when students' needs are met, they are better able to learn. Partnering with the ministries within the community has allowed East to offer children pre-bagged food for weekends. Grants provide free breakfast and lunch for all students. A community outreach program furnishes the school with a children's “clothing closet.” The ability to provide opportunities that will meet physical needs, grow character, encourage social-emotional well-being and establish an academic foundation allows students to develop their full potential.

With the rise of emotional disturbances, East offers help and support through a campus counselor and a district behavior specialist. Both aid in the ability to address the whole child, knowing that mental health is a crucial component of success and well-being.

A community resource also offers support to students in need of mental and emotional support, including anger management. These services are also offered to parents and guardians to provide consistency of support in the academic and home environment.

Placing great value on the cultivation of the whole child, East invests time in developing community relationships and school environments in which students can prosper. East believes that education includes character development and social-emotional health. The culture of the school reflects these values and provides a warm and caring atmosphere. The safety of a family environment has been made synonymous with the East school experience. Teachers arrive at school early to set the tone of excellence, greeting students as they arrive. All students are welcomed into the cafeteria where the day begins with quality time and morning announcements. This crucial time is utilized to set intentions and clarify learning goals for a positive and productive day in every aspect. Each student is made aware that they are held to high standards and believed in as the winners and champions that they are. Character words are demonstrated and taught - trustworthiness, citizenship, fairness, caring, respect, work ethic as well as responsibility for the great learning opportunities that await them in the classroom. Each student's reason for being there is clarified and his or her focus for the day is defined. Student-led kindness pledges are also performed each day in the

morning announcements. Kindness notes and gratitude notes written by students and teachers are read. Students can use this time to accept leadership roles and make leadership pledges. In doing so, they become real-time “Lionhearted Leaders,” full of courage, strength, and confidence to meet every challenge and triumph of life, not only in the eight hours ahead but for a lifetime. Concluding the morning meeting, confident students go into each day building their own foundation of belief and strength.

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:

The overall approach and overarching philosophy to curriculum, instruction, and assessment for East Elementary lie in being data-driven and using a research-based curriculum following a scope and sequence. The teachers use the Texas Essential Knowledge and Skills (TEKS), to provide the necessary standards and curriculum for each subject and grade level. Teachers are explicitly teaching the standards and teaching with fidelity. Each teacher uses an online resource that helps to break down the standards with exemplars to use and follow for instruction and to ensure that his or her instruction is at the highest level of rigor. The district has made changes since the previous year by adding a vertically aligned, research-based phonics curriculum, to provide explicit and systematic phonics instruction to improve early literacy deficits. East believes that it is important to build a strong reading foundation. This reading foundation is the cornerstone for every subject in every grade level. It is important that the teachers use data from assessments to help drive their instruction. The teachers use the data to spiral low-performing areas to fill in the gaps in learning. This data also provides the teachers with the information needed to provide prescriptive interventions and remediation for tiered interventions. East believes that taking the time for Professional Learning Communities (PLCs) is critical for disaggregating the data, discussing best practices, planning to reteach lessons, and ensuring that every lesson is at the highest level of rigor. This teamwork is what creates the culture, community, and climate of the school. East uses vertical alignment so that the knowledge, skills, and vocabulary are used from pre-K to 3rd grade. The purpose of a strong curriculum and instruction is to see student growth and progress. By analyzing the data, having students track their own data, and setting goals, students are accountable for their own learning, creating an atmosphere and climate of champions.

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

East Elementary follows the TEKS for English Language Arts and Reading to guide instruction. This ensures that required skills are taught from kindergarten through third grade. Teachers use the TEKS to create a scope and sequence that allows students to learn reading comprehension skills and strategies in a systematic format. Beginning in kindergarten and continuing through third grade, reading is taught through a structured literacy approach. This comprehensive framework includes direct instruction of foundational literacy skills, reading comprehension, and compositional skills. At East Elementary teachers create weekly lesson plans using the scope and sequence of the TEKS to plan rigorous, explicit instruction using the Gradual Release Model. Teachers at East are expected to create and display exemplars of the content being taught. This provides a model for students and allows them to see exactly what is expected. Teachers follow an explicit and systematic phonics program to provide direct instruction of phonemic awareness and phonics skills. Changes have been made since the previous year by adding a research-based phonics curriculum to improve early literacy deficits. The application of these skills is monitored through weekly assessments along with small-group reading instruction. Reading comprehension skills instruction may be provided in a variety of ways including whole-group direct instruction, small-group targeted instruction, or individualized specific instruction. The method of instruction delivery is determined by teachers as they respond to the needs of students through continuous, ongoing assessment. Teachers use a variety of assessments to help determine student needs. On a day-to-day basis, teachers use aggressive monitoring of reading skills to identify areas of weakness students may exhibit in order to provide targeted support or reteach skills. Three times a year, students are given a comprehensive assessment to monitor the growth and acquisition of foundational literacy skills. Teachers use the data from these assessments to group students based on similar needs in order to provide small-group targeted instruction. This data is also used to identify students with significant reading deficiencies that may require additional individualized intervention. These students are placed in the RTI program where targeted intervention is provided through a pull-out program. Along with the foundational literacy skills assessment, teachers in grades two and three administer curriculum-based assessments (CBAs) after direct instruction of reading skills. These assessments usually fall at the end of a unit or group of units to measure the mastery of reading comprehension skills. Teachers then analyze the

data from those CBAs, discuss key takeaways, and plan for reteaching and reinforcement through data-review PLCs. These PLCs are made up of classroom teachers, campus administrators, instructional coaches, and district curriculum personnel. Together the group members collaborate to determine how to best meet the needs of the students based on the data collected. Student goal setting is another big part of the instruction. This allows students to take ownership of their learning. Students are encouraged and supported by all teachers/administrators to reach their goals. Teachers work to ensure the success of all students in English language arts and reading through ongoing planning and assessing.

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

East Elementary follows the TEKS for math instruction. Beginning in kindergarten and continuing through third grade, teachers at East follow the TEKS to guide their planning and instruction. The approach taken includes research-based best practices, fact fluency practice, computerized skill practice that aligns with classroom lessons, as well as daily problem-solving. The teachers at East Elementary delve deeply into the standards to develop weekly lessons that follow a scope and sequence to guide their TEKS-based instruction. By using exemplars, knowing the misconceptions, as well as understanding the depth of knowledge needed to master concepts, teachers are able to provide the most meaningful lessons possible for their students. Students are taught in a comprehensive manner that includes an explicit direct teach lesson each day. Teachers use the gradual release model during lessons to evaluate students' level of understanding. The "I Do" phase allows for the teacher to provide a visual example of what is expected from the learners. As the students enter the "You Do" phase, teachers actively monitor students as they practice and address any concerns immediately while also offering positive feedback to encourage students to continue to be risk-takers in their learning. Class time also includes the use of manipulatives to give hands-on learning time. The mathematics teachers at East Elementary plan together vertically and use core academic vocabulary, anchor charts, and strategies, as applicable, from grade to grade to provide consistency as they mold mathematicians. A change made from the previous year includes a fact fluency program that is vertically aligned from kindergarten through third grade. Assessments play a tremendous role in the teachers' evaluation of student knowledge and guide the next step of their instruction. Formative assessments are used to determine membership in small groups as well as extension groups as needed. The use of formative data also provides insight into students who might need an RTI plan. In addition to formative assessments, teachers administer content-based assessments at the end of a unit or group of units. These assessments are used to measure mastery of mathematics skills taught during the unit. The teacher(s), campus administration, instructional coaches, and district curriculum directors meet during PLC time to analyze the data. As a collective group, strengths are celebrated and plans are made to address low-performing standards. Goals are set by the teacher for her class as a whole. This goal-setting model is then moved to the student level. Teachers meet with students individually and review their performance as well as set goals. Student goal setting is a large part of instruction because it allows for student ownership and responsibility for accomplishments. At East, the teachers strive to meet each child where he or she currently is on his or her math pathway. Then the teachers work to provide quality instruction that gives an opportunity for all students to learn, grow, and experience success. The continuous cycle of planning, teaching, assessing, and reviewing data all work hand in hand at East Elementary to provide the best educational experience for every child.

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

East follows the TEKS for the science curriculum. This format allows the staff to work on necessary skills in a scope and sequence that provides the focus to build upon skills that are necessary to build knowledge starting with early learners. Science learning starts in pre-K with the emphasis on discovery learning that follows standards which are complementary TEKS-based lessons and activities. Kindergarten students follow the TEKS instructional guide to build a foundation that progresses and aligns with the skills and knowledge being taught all the way through to the third-grade students. This strong, vertically-aligned foundation sets the precedent of rigor and success. The East science curriculum implements weekly hands-on activities to provide relevance in learning. Students chart and track data during experiments that follow the scientific process. The TEKS are explicitly taught to challenge and drive the students through teamwork and self-directed learning. Labs, experiments, and Science Fair projects give the students the opportunity to research and discover science in real life. Data drives the instruction and allows the teacher to focus on areas

that need spiraling and/or scaffolding. The daily instructional design of the science classroom provides an opportunity for differentiation in many forms with hands-on activities, manipulatives, peer assistance, oral assistance, and teamwork. East provides tutoring and interventions scheduled throughout the day for reteaching through tiered instruction. Curriculum-based assessments are scheduled after unit instruction and daily assessments are given through exit tickets. These formal and informal assessments provide the necessary data to plan and prepare for success with mastering the TEKS.

East provides opportunities for parental involvement with the science curriculum through science fair activities. This project pulls the science program together with opportunities for families and students to engage in relevant learning-based projects. When the family is involved with learning, success is inevitable.

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

East follows the TEKS for the social studies curriculum. The curriculum is supplemented with a social studies periodical resource that aligns with the weekly TEKS-aligned lessons. Starting with the early learners, this format allows the staff to work on necessary TEKS skills in a scope and sequence that provides the focus to build upon skills that are necessary to build knowledge. Social Studies learning starts in pre-K with the emphasis on community awareness following standards that complement the TEKS-based lessons and activities. Kindergarten students follow the TEKS instructional guide to build a foundation that progresses and aligns with the skills and knowledge being taught all the way through to the third-grade students. The social studies periodical is a great resource supplementing the daily lessons. This periodical is a new resource to the district, and this strong vertically aligned resource creates a foundation that sets the precedent of rigor and success. The East social studies curriculum implements daily journaling and current events of the community, state, country, and world. The TEKS are explicitly taught to challenge and drive the students through teamwork and self-directed learning. Technology resources allow the students to tap into the events taking place around the world and provide relevance to learning.

Curriculum-based assessments are given at the end of unit studies. Daily assessments are given using exit tickets with open-ended comprehension questions. Data drives the instruction and allows the teacher to focus on areas that need spiraling and/or scaffolding. The daily instructional design of the social studies classroom provides an opportunity for differentiation in the form of peer assistance, oral assistance, and teamwork. East provides tutoring and interventions scheduled throughout the day for reteaching through tiered instruction. The formal and informal assessments provide necessary data to plan and prepare for success with mastering the social studies TEKS.

1f. For secondary schools:

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

The full-day pre-K program at East currently serves 36 four-year-old students who meet at least one at-risk indicator. Utilizing current brain research, students begin each day with a curriculum that promotes learning from natural consequences and being responsible for personal choices. This promotes an optimal learning state.

The Pre-K curriculum combined with the Texas pre-K Guidelines provides students a pathway to becoming lifelong learners as academic and social-emotional development is intentionally and age-appropriately taught. Learning is continuous as the classroom teacher and teaching assistant intertwine meaningful math, reading, science, social studies, fine motor, and social development opportunities throughout the day. Young children learn best when information is presented in context and when teachers provide opportunities for children to create experiences that make the material meaningful. Knowing how letters function in writing and how these letters connect to the sounds children hear in words is crucial to children's success in reading. Combined with phonological awareness, letter knowledge is the key to children understanding the alphabetic principle. Children will use the sound/letter connection to begin to identify printed words, such as their names and other familiar words. Building this foundation in reading provides a successful learning

journey all the way to third grade.

In addition, students participate in music and physical education classes. Horizontal alignment is evident in the use of read-alouds, phonics instruction, small-group instruction, problem-solving tasks, and the use of manipulatives across grade levels. Each student's progress is monitored using a comprehensive assessment tool throughout the year. The data collected highlights the student's growth and areas in need of remediation activities. The students' parents are viewed as partners in their child's educational journey. Daily communication folders, parent conferences, school messenger, phone calls, and special events build the connection between parents, teachers, and students. The East pre-K program establishes an educational foundation that promotes each student's academic, social, and emotional achievement.

2. Other Curriculum Areas:

East offers physical education (PE), music, library, and computer lab. Students in the lower grades, pre-K, kindergarten, and first attend these special curriculum areas on an A/B schedule rotation. The second and third-grade students attend PE and music daily. The library is scheduled weekly and the computer lab is utilized during the scheduled intervention time. Each class at East is equipped with computers and tablets so these skills are taught and utilized daily in the regular classroom. PE classes follow the TEKS guidelines when planning and preparing appropriate lessons. This curriculum resource allows for standards to be taught based on the grade level and using the scope and sequence, it follows an appropriate timeline. The staff at East plan cross-curricular lessons and activities that support the other subject areas such as math (skip counting) during music class. In PE, students will exercise and practice counting skills or measure the distance of their jumps. It is a team effort and is important to support learning across the curriculum.

In music, students follow the TEKS guidelines appropriate for each grade level. The pacing follows a scope and sequence year at a glance to appropriately cover all standards during the school year. The students will skip count through tens with music as a warm-up to their daily class lesson. The music teacher supports learning across the curriculum at East. Each grade level participates in musical performances. These performances are put on for the public after school hours. East students excel with these rich opportunities. Students in second and third grade are selected through a try-out opportunity to participate in the Honor Choir program. This program offers students with musical talents to extend and challenge their learning. The Honor Choir also performs for the public at various times throughout the year.

Library time and skills are taught during the rotation for pre-K, kindergarten, and first. The students learn basic library skills, how to check out a book, and the importance of reading. The library teacher reads to the students to foster the love of reading and promote the message that Readers are Leaders. Second and third-grade students visit the library once a week but are free to check out and return books as needed. The library promotes all of the curriculum areas and strives to provide resources that align with the TEKS in each grade level. This support allows teachers the opportunity to tap into books that provide relevant learning which promotes the subject and theme.

Character building is a crucial part of the East culture. Daily morning messages are centered around character traits. The students recite the pledge of kindness every day during announcements. Students learn and act out a character trait for each nine-week period. These are communicated and discussed with all the East students during the morning meeting. Kind notes and gratitude notes are hung in the hallways that reflect acts of good character. The students are challenged daily to promote character by their actions and words. Character counts at East!

3. Academic Supports

3a. Students performing below grade level:

East Elementary provides structured intervention and remediation support to low-performing students during the school day. To ensure that students are closing gaps in their learning, East has placed a designated time in the master schedule, called Pride Time, for every grade level to pause instruction for low-performing students to receive prescriptive interventions based on data from benchmarks, standardized assessments, and

progress monitoring. Every student in the grade level has small-group instruction and receives appropriate interventions based on individualized data. Students that continue to fall behind are placed in RTI. East offers an RTI Specialist to monitor students, analyze data, organize interventions, and provide needed intervention materials and lessons to the teachers and students.

East is blessed to have three retired teachers that provide specialized reading and math instruction during Pride Time along with the Dyslexia Therapist, RTI Specialist, and teachers. This ensures that students receive small-group instruction that is specialized to their needs. Parent involvement is essential in helping students that are below grade level. Teachers, the RTI Specialist, and the administration communicate regularly through in-person meetings, calls, and emails so that the parents are kept apprised of their child's progress and are made aware of the celebrations and areas in which their child continues to struggle. The RTI Specialist also conducts RTI Update Meetings with the teacher and the parent every grading period or as often as needed. Outside of the school day, East also offers extra tutoring for the third-grade students four days a week for one hour after school for students in need of extra help in math and reading. By having these resources available to the students and using data to drive the instruction and remediation, the students quickly close the gaps in their learning.

3b. Students performing above grade level:

East Elementary provides a structured time in the master schedule, called Pride Time, for every grade level to stop instruction and provide specialized small-group interventions, remediations, and/or enrichment to its students. The students performing above-grade-level are placed in small groups to provide interventions as needed for areas that may need a little more guidance to move them from Meets to Masters and keep them at the highest level possible. These groups are driven by the data provided by benchmarks, content-based assessments (CBAs), progress monitoring, and formative assessments. East Elementary is dedicated to assuring that all students are successful and that no student is left with gaps in his or her learning. Some of the above grade level students also participate in a Gifted and Talented (G/T) specialized class during Pride Time. These students meet with the G/T Specialist twice a week for project-based discovery and learning. These students use guided research to then be able to create their projects. The G/T Specialist works and meets with the teachers and participates in the grade-level PLCs to assist in helping teachers with critical thinking and analysis in their lessons and learn how the G/T program can assist with grade-level content. Students who are not in the G/T program or are not receiving remediation assistance are placed in a small enrichment group. These students participate in STEM activities in a small group setting. One example of this is that during technology, students are learning to code by targeting programming foundations through problem-solving, logic, and critical thinking. Students will also use their skills in writing and learn how to communicate in different ways. The goal of East Elementary is to engage its above-level learners by providing opportunities for meaningful learning through student interests, fostering connections, and embracing collaborative learning and individual projects.

3c. Special education:

East offers special education as one of the many special programs that serve a diverse population with academic support, interventions, and specialized instruction. The majority of students receiving special education services are speech impaired. East provides a specialized individual program that addresses different pathways of explicit instruction depending on the student's instructional educational plan (IEP). The speech pathologist works with the East students weekly and provides consultation time with each student's teacher to provide necessary classroom instructional opportunities to practice speech skills in real-time that are being explicitly taught. The collaboration of the special education staff and teaching staff cultivate an educational environment that is conducive to the application of skills taught in isolation. This method of instruction provides teamwork and meets the needs of the student.

The special education staff provides small-group, explicit instruction, inclusion instruction, and one-on-one instruction to meet the needs of students who are other health impaired, intellectually disabled, emotionally disturbed, and have specific learning disabilities. East serves 21.45% in special education with an IEP or section 504 plan. East provides dyslexia services for 5.92%. The IEP and 504 plans are followed by the East staff to best meet the individual needs of each student. Dyslexia students are served by a certified dyslexia

teacher. The specialized dyslexia program addresses the distinct skills of phonological awareness. Students attend these daily classes and also receive accommodations in their regular education classes to aid with reading.

Special education students receive accommodations in the regular education classrooms that provide opportunities to develop their full potential academically and social-emotionally. Strategies and interventions serve and support instruction so mastery of TEKS-aligned lessons is accomplished.

Data drives the implementation of TEKS-aligned lessons and accommodation supports for diverse learners. These students are being successful because of the East teamwork approach.

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

East addresses the needs and tailors the instruction and interventions for all diverse learners. Special programs are available for our ELLs. East students utilize a program that addresses the explicit instruction of learning to read starting with the foundation of phonics and phonemic awareness. Students use resources provided by East to consistently utilize these programs at school and home. School electronic devices are issued to the ELL students so practicing literacy skills is consistently utilized and user-friendly. ELL parents are invited to East to learn about the specialized programs and to form a bond with the school as valued members of the educational team. East believes in making the home-school connection a successful transition so the learning continues and parental involvement is available to reinforce learning at home. Data drives instruction and provides necessary information that targets the specific learning objectives that must be addressed through reteach and interventions in order for the ELL to excel. Looking at student work and assessment data is valuable to the teacher so lessons are tailored for the individual learner which addresses the specific TEKS that need to be retaught. East offers a scheduled time during the daily schedule to provide interventions and extensions for all students. The English as a Second Language (ESL) teacher provides necessary interventions and tutorials for the ELL students in order to show progress and reach mastery. Data drives this instruction and the RTI team gathers data and organizes the schedule to address closing the academic gaps. Progress monitoring is provided every three weeks, and teachers utilize the data to regroup and celebrate progress and continue working on struggling content-area learning objectives. East also provides tutors and after-school tutoring to address scheduling conflicts and provide opportunities for the working family. RTI and ESL teachers collaborate to provide the best curriculum resources to address and close the achievement gaps.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

East believes that engaging students to their full potential academically, socially, and emotionally starts with building relationships. If you have the students' hearts, then you have their minds. It has always been a practice at East to know each student's name and family. This is the start of building a strong, genuine relationship with the student. Starting each day greeting the students with a smile and joy is a practice at East. The principal, teachers and staff welcome the students at each entrance of the campus. Teachers are on the sidewalks opening doors and welcoming students to start the day off in a positive way. The morning message of high expectations for learning and behavior in the classroom and throughout the day at East is communicated by the principal. The principal visits classrooms daily to support the rigorous work and high accountability measures. The principal regularly supports the lunchroom duty and outside duty. The teachers and students are supported with constant feedback addressing curriculum, data, and behavior. Student work and behavior are addressed daily. The principal addresses expectations of completing assignments and tasks correctly and turning them in on time. At the end of each week, the principal manages a homework table where students receive support and instruction on TEKS-aligned work in math and reading. Counselors provide guidance lessons to address social-emotional growth, as well as small-group-focused lessons for emotional stability and success. The counselors also include students and their families in college and career development during the East Career Day where students choose, research, and present their career of choice.

The structure of a strong, rigorous Tier 1 classroom instructional routine is the foundation for creating academic success. It starts with preparing the students for this daily activity and engaging the classroom environment. East believes the will to win is important, but preparing is vital. Preparing students to work hard bell-to-bell with a research-based curriculum in an environment conducive to learning is crucial. Behavior cannot impede learning, and therefore it does not. East offers extra support through intervention, dyslexia, G/T, and special education programs. East students are supported academically with many engaging programs.

East students are motivated by measuring personal and class academic goals using data. Data drives the instruction and feeds the competitive nature. Growth is celebrated with student-inspired incentives such as a friendly game of dodgeball with the teachers. It is all about building relationships!

2. Engaging Families and Community:

East prides itself in being located in a small neighborhood community where community stakeholders are willing to share resources to aid in educating and meeting the needs of the students. Serving a student population where 69.14% of students are from low socio-economic backgrounds, with single-parent families and grandparents raising grandchildren, a vital part of education is ensuring all needs are being met. East is blessed to partner with many ministries that provide clothing and weekend packaged food for families. This service allows the school to meet the needs of many of East families and therefore build that relationship that is essential for support at home and school. East has a mentor program that involves many of the local community stakeholders. These men and women partner with East and provide time for students to work on homework, reading, or eating lunch. This time spent with his or her special mentor creates self-worth and builds confidence that is seen in academic work!

Howard Payne University (HPU) is located in Brownwood and has made a significant impact at East. The education students attending this university partner with East to provide fieldwork training hours with small groups and struggling learners. This program is under the direction of one of East's stakeholders. East has seen gains in the reading data since these college students have worked with the East struggling learners. East has also been blessed with having many student teachers working on campus.

The Brownwood Education Foundation (BEF) is a program that supports education by providing grants to the district schools for academic needs. East was awarded a grant to provide a climbing wall for East's PE department. The students can work on their upper body strength as well as set goals to attain skills that may

be out of their comfort zone. East was also awarded a science, technology, engineering, and math (STEM) program that will engage the students in higher-order thinking skills and challenge students to embrace innovation. The focus on logical thought processes and problem-solving allows students to develop mental habits that will help them succeed in any field while embracing teamwork.

The neighborhood Dairy Queen and Sonic provide many rewards and incentives for the East students. These businesses provide coupons for students recognized as Character winners or for Leader awards. These businesses are located in the school community and take pride in serving East's students and recognizing character!

3. Creating Professional Culture:

East staff and teachers feel supported and valued personally and professionally. Because of the faith-based warm family culture at East, the teachers and staff know they are loved. This message is communicated daily and stems from the importance of building relationships. Motivational messages and scripture are shared with the staff weekly. Personal notes celebrating classroom practices are shared to recognize the amazing work being done in the classroom. Birthday celebration luncheons are enjoyed monthly. The East family shares in celebrating personal moments of joy, as well as support during moments of grief and sadness. East is a family and this is the culture that has been created.

The importance of support in the classroom with classroom management and behavior is a strong mission at East. The behavior will not impede learning. This is non-negotiable! Teachers will not have distractions during instructional time. The administration handles these distractions efficiently and effectively so students know and understand the importance of learning and staying on task.

Teachers are supported with a designated planning time and PLC time for preparing rigorous instructional lessons and discussing data and data-driven practices. East has set specific criteria for these designated times so time-on-task is essential. East believes the will to win is important but the will to prepare is vital. These meetings are supported by administrators and instructional coaches (IC). The ICs offer assistance with TEKS-aligned curriculum and formal and informal assessments. During data meetings, data is disaggregated and decisions are made for reteaching and spiraling low-performing TEKS. With the support of the IC, the teachers are able to receive help with rigor and necessary lesson adjustments that can assist in a strong tier 1 instructional classroom.

Teachers are supported by special program personnel. When students need specific support and one-on-one instructional support, these specialized teachers work with the students to provide accommodations and modifications that align with the TEKS and tier 1 classroom instruction. During assessments, the specialized staff support by providing accommodations specifically needed on assessments for struggling students.

All of these supports aid the teacher in providing explicit instruction that is student-centered and TEKS aligned. The family-oriented culture at East engages all staff to work together to provide an education for all students that is centered around building relationships and providing for the physical, emotional, and academic needs of students. East believes in supporting the teachers and staff to accomplish this goal.

4. School Leadership:

East leadership is faith-based, hard-working, and family-oriented. The leadership team includes the principal, assistant principal, administrative secretary, instructional coaches, and teacher leaders. East is student-centered above all things and tries to make every decision in the best interest of ALL students. To ensure the decisions that the leadership team makes reflect the policies, resources, and programs, they meet regularly, formally and informally, to analyze data and gather information to make informed decisions about what is in the best interest of the students.

The aforementioned team facilitates a philosophy that is centered around building relationships and setting high expectations. The leaders set the tone and pace of the daily interactions at East and it is modeled for all to embrace. This starts with building a relationship with all staff, the food service ladies, maintenance ladies, NBRS 2022

office staff, and instructional staff. It starts with each person knowing and believing they are responsible for each and every child and providing the best educational and social-emotional experience.

The culture at East flows with the example of love and light. The light and high energy are shared daily starting with the principal. Students are greeted daily by smiling, happy staff. This is the way of life at East. When the doors open at East, students and parents are met on the sidewalks with the positive message to have a Great East Day!

The principal begins each day by addressing the students and discussing character traits and the educational focus for the day. Kindness and gratitude notes are shared daily and hung on the walls throughout the school. Behavior and learning expectations are discussed with emphasis on data and goal setting. The students are told daily they are winners and champions and are expected to show this attitude. The third-grade students are asked to lead pledges and demonstrate leadership. The students are sent out to their classrooms with the important message of listening, learning, and leading. The student grade levels are recognized as graduates of the class of their senior year. High expectations are always being expressed at East. Daily leadership routines include arrival duty, dismissal duty, classroom visits, cafeteria duty, outside duty, and hallway motivational moments. Every second of every minute of every hour is an opportunity to make a positive difference in the lives of children. This is what the leadership team does at East. It is during these precious moments that students know they are loved, safe, valued, and called by name!

5. Culturally Responsive Teaching and Learning:

East has cultivated a culture where ALL students are important and differences are celebrated. East students come from a variety of backgrounds, including low socioeconomic, ELL, agricultural, and international. Each of these groups requires a different level of support such as food bags, counseling services, attendance support, and extra tutorials. While it is important to meet the needs of staff as well, such as giving time off for illness and time with family, the needs of the East students and their families are the focus. During morning announcements, East often addresses current events and social movements, such as elections, international relations, and ways that East can respond. East believes in making connections with different cultures and life experiences by including intentional instruction through music programs, literature, and social studies lessons. For example, East students learned about how other cultures experience the holidays, through music and academic projects and activities across grade levels.

East offers support through special programs to engage the special population students, such as English Language Learners, low socioeconomic, and G/T to create the best learning opportunities to show growth in higher-level academic skills and high levels of self-confidence and social-emotional learning. The teachers and staff partner with the parents to build a foundation that can best serve the students at school and at home. East offers bilingual translation during parent conferences, meetings, and special family events.

Engaging families is part of the rich culture that is established at East. Parent involvement increases the likelihood of students reaching their full potential academically and social-emotionally. East hosts family reading and math nights, Field Day, and special meals or luncheons. An East favorite is the Thanksgiving Family Meal where families gather to enjoy a meal at school with their child and other families. Parents must feel like they are stakeholders in their child's education and play an important role in building a strong foundation with the school. Important lessons can be learned from partnering with parents and stakeholders and using their knowledge and background to increase the level of diversified learning that can impact each child's daily overall education.

East believes in family and it is with that in mind that parents provide a necessary piece to the rich family culture. This allows East to incorporate equity, awareness, and respect among the school community. The culture at East allows every individual staff member, student, and family to feel as though they are a respected and equitable stakeholder.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The ONE practice that has made EAST a successful school is a faith-driven, family culture of high expectations. The atmosphere and belief system of a school are essential to building a thriving academic culture. This positive environment is felt throughout the school by the students, staff, and stakeholders, and it starts with the leader's example. Nurturing the staff and students, with God's Light, positive words of encouragement, and actions of genuine love and concern while setting high standards and expectations. This can only be done when the leader is vigilant, virtuous, and visible. This attitude is expressed through every action of the East staff. It is reflected in the lunch line by the ladies who smile while serving the meals with love and with the maintenance ladies having the hallways sparkling clean with pride. The office is our happy place where everyone is welcomed with joy and light. The secretary ensures that all who visit feel welcome, his or her voice is heard, and are a part of this family. The culture expresses our attitude and belief that every student can learn and must be held accountable for his or her learning. The staff is accountable for being the hope and cornerstone of a firm academic and social-emotional foundation. These practices are communicated not only to the students but also to the parents and stakeholders. The champion mindset is lived and drives the routines and procedures at East. It is crucial to set this practice into motion every day. When the doors open at 7:20, each child is greeted with the expectation of starting a Great East Day! East begins each day by communicating our focus for the day. It is centered around character, strength, belief, kindness, and hard work. East students are told daily that they are champions, winners, and leaders!

The staff has ownership of the cultural belief that high expectations must be communicated and enforced. Routines and procedures foster leadership and promote an environment conducive to rigorous learning. To measure the effectiveness of this mindset, data walls are visible throughout the school. East is a data-driven campus, and it is reflected through the high expectations and work ethic for each grade level. Much pride is shown when each student can share his or her accountability for learning through academic goals and data. East students are aware of the high expectations for behavior, character, and academics. The culture determines the direction, and the leader sets the pace.