

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

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

School Mailing Address 105 South School Road
(If address is P.O. Box, also include street address.)

City Three Rivers State TX Zip Code+4 (9 digits total) 78071-2559

County Live Oak

Telephone (361) 786-3603 Fax (361) 786-3594

Web site/URL https://www.trisd.org E-mail ldragon@trisd.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* Mr. Les Dragon E-mail ldragon@trisd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Three Rivers Independent School District Tel. (361) 786-3603

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. Lee Benham
(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)
 - 0 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 2 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	9	8	17
K	16	30	46
1	16	18	34
2	20	18	38
3	20	21	41
4	22	10	32
5	21	17	38
6	23	13	36
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	147	135	282

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 68 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 29 % White
 - 2 % 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: 28%

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

Three Rivers Independent School District is located between two major metropolitan areas, San Antonio and Corpus Christi, Texas. Our two major employers include a Valero refinery and a Federal Prison. Our local economy is based on the oil and gas industry. When the economy fluctuates within the oil and gas sector, we experience a high rate of student mobility due to the availability of jobs within these fields.

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	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	74
(4) Total number of students in the school as of October 1, 2020	265
(5) Total transferred students in row (3) divided by total students in row (4)	0.28
(6) Amount in row (5) multiplied by 100	28

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 72 %

Total number students who qualify: 202

8. Students receiving special education services with an IEP or 504: 23 %
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>7</u> Autism | <u>21</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	12
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 13:1

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%	97%	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.

Three Rivers Elementary School will provide a collaborative, learner-centered environment fostering educational and emotional success for every student preparing them for future endeavors.

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

<https://www.trisd.org/article/308251>

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

The town of Three Rivers has endured many financial hardships, causing local families to struggle. Three Rivers Independent School District (ISD) supports all public school students in the town of Three Rivers. Many of our students come from single parent households and/or single income households. The elementary campus worked to overcome these hardships despite being a Title 1 school with a high percentage of students qualifying as economically disadvantaged and at-risk. Through it all, Three Rivers Elementary has always been the pride of our small community.

Three Rivers Elementary School (TRES) has been active in various extracurricular and academic activities. The school takes great pride in its accomplishments in University Interscholastic League (UIL) Academics, Robotics Club, Elementary Student Council, 4-H and Jr. FFA projects, seasonal music concerts, and our Three Rivers Youth Sports Association. We also have several key strategies that help encourage the children to reach their full potential. These strategies consist of silent reading, in-school intervention, extended school day tutorials, flex days, campus wide journal writing and study hall periods built into our daily schedule. Campus support personnel include two special education teachers, a full time dyslexia teacher, full time certified librarian, as well as TOPs (i.e., Treasuring Our Paraprofessional) trained paraprofessionals that participate in multiple roles. In addition, students receive guidance lessons, small group therapy, grief counseling, and positive behavioral reinforcement provided by the elementary campus licensed professional counselor to help students develop and adjust to changes within their cultural, physical, social, and emotional environments.

TRES provides positive reinforcements in the form of daily Bulldog Pride rewards for staff and students, recognition of staff and student birthdays and special occasions, Principal and Counselor Awards, attendance and academic award ceremonies, and reading and academic growth incentives. Three Rivers Elementary implements a multi-tiered data driven approach to identify precise individual student expectations. Through bi-weekly progress monitoring and data meetings, extended school days, built-in intervention periods, gifted and talented (GT) and science, technology, engineering, and mathematics (STEM) explorations, TRES is able to connect with all students, both academically and socially.

TRES faced many hurdles during the COVID-19 pandemic, but quickly adapted to meet the needs of students. Due to state and federal mandates, we were forced to close the school district for in-person learning from March thru the end of May 2020. Three Rivers Elementary School organized a technology distribution day within the first week of virtual learning, ensuring that all students had the proper technology to continue learning while off campus. Local churches and businesses supported education by allowing access to their internet until the school was able to provide a mobile community hotspot. Communication in the form of phone calls, emails, and written correspondences were a key component to student success. Teachers, along with administrators, made it a priority to be in constant contact with parents to communicate progress and expectations while learning occurred virtually. Teachers continued to create innovative lessons, closely monitored virtual attendance, and followed up with documented parent contact. Parents were contacted to follow up with concerns regarding the lesson and to check in with parents of students who were not attending daily classes. Teachers and administrative staff made home visits to check on students and to deliver materials and meals. TRES students were fortunate to be provided with breakfast, lunch, and afternoon snacks through multiple meal programs. Meals were available to all students 18 years of age and younger as home delivery, curbside delivery, and parent pick-up options. Additionally, through the Community Eligibility Provision, our students qualified for the Pandemic Electronic Benefit Transfer (PEBT) in which students were issued financial assistance for meals during the pandemic.

Three Rivers Elementary, with the support of grant funds from Valero, invested in 1:1 student Chromebooks and issued multiple hotspots to meet the demands of remote learning. This led to increased participation which helped with more enhanced learning. Strategies that were implemented due to the pandemic included remote instruction, small in-person intervention groups, and support services were provided on a daily basis and/or in accordance to individual educational plans. This does not include all the hard work and dedication that our teachers and staff invested in their profession. Educational staff participated in many hours of professional development to embrace new technological requirements for remote teaching. Google

Classroom and Zoom training were necessary for both teachers and students to ensure continued academic growth. Internet based professional development was implemented for all employees of Three Rivers Elementary as student engagement and technology enhanced lessons became a top priority.

With the support of the local health department, the district implemented numerous pandemic policies and protocols to ensure the safety of the staff and students. This allowed students the option to return to school for face-to-face instruction during the Fall of 2020. During this time, teachers continued to meet with students who felt more comfortable learning from home during the pandemic.

Three Rivers ISD re-opened to in-person learning in the first semester of the 2020-2021 school year.

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:

Three Rivers Elementary School utilizes a student-centered, data-driven and researched-based approach to learning. We aim to create a positive, nurturing learning environment that fosters high academic achievement in order to develop productive community members. This is accomplished through daily routines such as data driven intervention periods, collaboration and staff development for curriculum and extended school day instructions that focus specifically on students' SEs. Bi-weekly progress monitoring in reading and math for third through sixth grades ensures that teachers have a clear and current picture of students' individual needs. In-class support is utilized campus wide to assist the teacher and struggling students in order to minimize academic deficiencies. Special populations of students participate in pull-out programs that deliver additional support, such as dyslexia intervention, English Language Learners (ELL) intervention, and resources for math and reading.

Opportunities to extend learning occur through numerous experiences outside the instructional classroom as well. This builds on classroom instruction, which helps students gain a better understanding of material currently being taught in the classroom.

At Three Rivers Elementary, staff members work to instill strong character traits to help students succeed not only academically, but socially and emotionally as well. One way this is accomplished is through classroom guidance lessons and character building. Some of the main character traits focused on are kindness, courage, responsibility, respect, integrity, fairness and empathy. Students are educated through morning announcements, guidance lessons, classroom lessons and activities that spark meaningful conversations about what it means to encompass these characteristics. All staff strive to create a safe environment that allows students to grow in such a way that is beneficial for them. Students are taught the importance of goal setting, possessing positive traits, and empathizing with their peers.

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

Three Rivers Elementary School adopted a research-based reading curriculum for use in kindergarten through sixth grade. These adopted materials provide a scope and sequence for reading, grammar, and writing instruction. This educational program supplies teachers with rich and captivating lessons that integrate enhanced, customized, standard- aligned content. Scaffolded lessons are provided to reach students at all reading levels in small group instruction. For example, Tier I instruction is delivered through the use of student consumable textbooks, which are also available in an online format. Tier II and Tier III intervention instruction is delivered using provided intervention lessons and materials that are specific to the individual needs of the student.

A vertically aligned, state-approved, research-based phonics curriculum is used in kindergarten through second grade. The same curriculum is used for intervention in third grade. Teachers have received professional development in best practices for phonics instruction. Lessons are delivered through an online platform that provides games and other interactive opportunities for students to master phonics skills. These skills are also practiced through the use of hands-on materials which allow students to physically manipulate words. Additionally, this program provides materials for assessment and grouping of students, as well as activities for small group intervention and enrichment.

During the spring semester, third through sixth grade teachers use rigorous, State of Texas Assessments of Academic Readiness (STAAR) aligned supplemental resources to reinforce skills previously taught throughout the school year. This allows students to practice answering STAAR-based questions. Teachers appealed to students' various learning styles through content-based songs and chants.

The Texas Proficiency Reading Inventory (TPRI) is used to assess foundational reading skills in kindergarten through second grade at the beginning, middle, and end of the year. An early literacy assessment is used for progress monitoring and to assess reading levels in kindergarten, while another grade-appropriate literacy assessment is used from first through sixth grade. Upon completion of assessments, teachers have access to reports detailing student growth and areas of strengths and weaknesses. These assessments and reports are used as a primary method of creating intervention groups and lesson plans.

Intervention groups are formed based on assessment results, and these groups change frequently depending on progress toward learning goals. Teachers hold small group instruction sessions for 45 minutes each day. This time is built into our daily schedule, ensuring that all learners are provided with the level of intervention that will best meet their individual needs. Intervention instruction is tailored to address gaps through repetition, games, and different modalities that appeal to various learning styles.

Teachers in kindergarten through third grades, teachers of special populations, and the campus principal participated in the Texas Reading Academies, a 60-hour online course with twelve modules covering all aspects of the science of reading. Three Rivers Elementary School took part in one of the earliest cohorts of this training to ensure teachers were able to begin integrating new concepts in their teaching practices. This professional development provided teachers with knowledge and resources to further assist students in acquisition of reading skills.

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

Three Rivers Elementary School has chosen a vertically-aligned, standards-based curriculum that contains opportunities for leveled instruction for grades K-5. Students are able to build upon concepts and strategies learned in previous years. Kindergarten and first grade students use a curriculum which is broken into three Texas Essential Knowledge and Skills (TEKS) based areas: fact fluency, basic skills and enrichment. In this curriculum, students are introduced to a scaffolded, vertically-aligned problem-solving method. This allows students to use critical thinking skills when applying math to real world experiences and models the higher-level thinking skills students need to comprehend story problems. This is important because of our low socio-economic school demographic. Lessons build important basic concepts needed to help mold lifelong math learners as well as creating the foundation for concepts that will be taught in upper grade levels. With a focus on number sense and fluency, spatial logic with shapes and a deep understanding of addition and subtraction, we have created an environment that allows for a smooth transition when a student enters the next grade and is exposed to more challenging concepts.

The math curriculum for second through fifth grades is broken down into four components. These TEKS-based components include problem solving, basic facts, skills, and concepts. These components build content mastery by allowing students to be exposed to grade level TEKS often and with frequent review throughout the year. Content in the classroom is taught using different approaches. Teachers utilize whole-group mini lessons, small group instruction, and independent practice. Each new concept is introduced at the beginning of the week using a hands-on approach with math manipulatives and real-life experiences. This allows all students to have a concrete understanding before advancing to the abstract of seeing it on paper. The weekly assessments continue to expose students to previously learned concepts in a spiraling format that ensures students continue to master skills. The weekly fact practice helps to provide automaticity in completing basic addition, subtraction, multiplication and division problems so that students are fluent in answering basic skills.

Grades one through six utilize online math assessments that are administered bi-weekly to monitor progress toward closing the gaps. Teachers use these assessments to capture a baseline measure for students at the beginning of the year. After disaggregating the data, teachers conduct data meetings with administrators, parents, and students to place students in small groups based on where gaps were found. Upon placement in groups, teachers provide students with intervention instruction. Teachers are encouraged to use autonomy to select intervention materials to teach students skills they need to improve.

During COVID-19 school closures, online components of curriculum were utilized. Teachers created engaging, interactive lessons and activities using the Google platform to continue with a rigorous learning

environment. Interim assessments were given online. Students who experienced difficulty with skills and concepts were invited to come to the school to receive in-person small group instruction. This gradual return to school in the fall of 2020 allowed teachers a chance to work with students on skills that were harder to teach virtually.

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

Science instruction at Three Rivers Elementary focuses on implementing hands-on learning experiences to support inquiry-based content instruction. 5th Grade science instructional time has been increased from 30 minutes to 75 in order to close educational gaps from previous years.

Teachers use the scope and sequence from TEKS Resources to guide their instruction and rely on several other programs to foster learning. The textbook is viewed as a resource rather than a focus of their instruction. Teachers used STEMscopes to integrate technology that promotes inquiry and excitement as students make connections with real-world science experiences. Teachers strongly relied on this platform during the COVID school closures to ensure that the hands-on learning continued during our virtual experiences. Lessons and experiments were modeled through daily Zoom meetings.

Teachers foster scientific reasoning and exploration by increasing the hands-on experiences in and out of the classroom as well as opportunities to apply knowledge to the students' environment by using manipulatives to model scientific ideas both in school and at home. Makerspaces created within the classroom foster students' imagination and encourage them to explore, design, experiment and build. These opportunities allow students to connect with science and reduce the emphasis on drill and memorization of information.

Struggling students receive skills-based science intervention daily that provide opportunities for students to better grasp the content. Intervention classes are grouped by ability to ensure the proper pace and content is achieved. Extended day intervention targets struggling students once a week for an hour. Struggling students are given the opportunity to learn the same content through hands-on learning, technology-based science lessons, and study skills/test-taking skills are taught. Teachers are able to address misconceptions in a smaller setting which allows for a deeper understanding of content.

Enrichment activities such as STEM class, STEM Summer Camp, and science-based in-person and virtual field trips are offered as well in order to facilitate learning.

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

Three Rivers Elementary School has successfully used a printed newspaper format for its social studies curriculum. With a student-friendly core, the social studies curriculum is organized thematically to the strands of civics and government, geography, economics, and history. The periodical is supported by a research-based online learning platform that is integrated with English Language Arts. This curriculum covers 100% of the corresponding grade level's Social Studies Texas Essential Knowledge and Skills (TEKS), as well as 100% of the English Language Proficiency Standards (ELPS) that are required for adoption by the State of Texas Education Agency (TEA).

The periodical develops questions with a higher cognitive complexity level to match the TEKS, along with greater emphasis on critical thinking and reading across genres. There are weekly writing opportunities that align with English Language Arts and Reading TEKS and assessments that cover both process skills and content skills. This writing component develops open-ended questions to allow students to emphasize using critical/inferential thinking, problem solving, and application skills. Through the periodical, teachers have the opportunity to teach expository reading across the curriculum and the use of academic vocabulary that is unique to the social studies content area. It also helps students reinforce the connections between different content areas like reading and writing, reading and social studies, and writing and social studies. In the end, the students love the newspaper concept, which in turn gives them the academic success they need.

Additionally, social studies concepts are integrated into our adopted reading curriculum. Students are

exposed to passages and books with themes aligned with social studies TEKS, such as historical figures and events, facets of communities, and multicultural awareness.

1f. For secondary schools:

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

Three Rivers Elementary School provides a pre-kindergarten program for four-year-old students. This program is conducted with guidance, policies, and procedures from the Texas Education Agency (TEA). A research-based online assessment tool is administered at the beginning, middle, and end of the year. This assesses phonemic awareness, number sense, and higher-order thinking skills. Results are used to guide small group instruction. The core curriculum for our pre-kindergarten program uses an engaging approach that helps every child develop the skills they will need to flourish as readers, writers, and explorers of the world. This is a research-based instructional practice that allows teachers to engage students in educationally rich, hands-on, and diverse activities throughout the academic year.

The class schedule and procedures are very structured, which allows students to learn to follow a routine while using proper classroom behavior. Weekly thematic units are incorporated to make learning engaging and enjoyable. Students learn foundational math and reading skills, including numbers, letters, colors, and shapes, to help prepare them for kindergarten. Students also participate in tactile, hands-on activities to build fine motor skills. Additionally, students have daily opportunities to learn and practice social skills. Daily centers are used to enhance skills in fine motor ability, construction, art, dramatic play, writing, letters and numbers, and technology. During daily circle time, students participate in shared writing, number sense activities, and alphabet skills. Transition activities are used to maximize instruction with learning videos and kinesthetic activities. Show-and-tell is utilized to practice oral language skills. Weekly folders and messaging communication are implemented to enhance parent communication. The use of a messaging app allows for immediate communication and feedback from parents. The daily folder includes a newsletter, breakfast and lunch menu, class schedule, family reading logs, behavior charts, and notes. Students participate as classroom helpers to teach leadership and responsibility.

2. Other Curriculum Areas:

Three Rivers Elementary School provides a balanced, enriched curriculum for all students in kindergarten through sixth grades in the areas of physical education, fine arts, technology, and library media. Three Rivers Elementary also provides enrichment opportunities that focus on science, technology, engineering, and mathematics (STEM).

All students attend physical education classes for 45 minutes daily. Texas Essential Knowledge and Skills (TEKS) are reinforced for physical education, but also other curricular areas. Students practice colors, numbers, letters, and graphing through the use of a grid system to designate where they sit in the gym. They use skip counting during daily exercises along with physical and nutritional guidance from two certified teachers.

Fine arts, technology, and library curriculum are provided to all students on a rotational basis. These classes include art, music, computer lab, and library skills. Fine arts classes culminate in presentations in the form of an art walk gallery and music programs each semester. Fifth and sixth grade students are given the opportunity to choose band or music as an elective.

Technology instruction is age- and grade-appropriate, and emphasizes cyber-security and digital citizenship across grade levels. Instruction is geared toward basic usage, vocabulary and keyboarding for the younger grades, and more advanced computer coding with the upper grades. Upper grade level instruction includes activities in which students can create their own game by utilizing the coding skills they have learned.

All students participate in library skills and enrichment classes. The library program for kindergarten is

Love of Literacy, with an emphasis on read-alouds and comprehension activities. First and second graders learn library skills in addition to being read to. Students are exposed to fiction, nonfiction, using the online card catalog and alphabetical order. The librarian highlights current holidays and seasons of the year in book selection and displays. Third and fourth graders review previous library skills and are introduced to the Dewey Decimal System, more advanced usage of the online card catalog, online databases, genres, book trailers, and the Texas Bluebonnet Award. Fifth and sixth graders review previous library skills and are introduced to online researching techniques. Fifth and sixth graders put skills into practice, with research projects through-out the year. During the COVID-19 shut down, the librarian attended Zoom meetings with each grade level and showed students how to access free books online. The librarian also helped with intervention and break-out sessions through Zoom. In September 2020, the library reopened and the school resumed weekly library classes. The librarian incorporates and collaborates with staff to provide a wide range of books and resources to complement the curriculum.

Character Building is a monthly curriculum instilled and delivered by the counselor. Seven character traits are taught to students, and the counselor emphasizes one trait in monthly lessons with each class. Daily Counselor's Corner messages are read during announcements to help reinforce the theme of the month.

A Robotics First Lego League Team is available to students in fourth through sixth grades. A software engineer, volunteer from the community, and the elementary librarian mentor the team. Students work in teams to develop, write coding to solve real-world tasks, and research innovative projects.

3. Academic Supports

3a. Students performing below grade level:

Frequent progress monitoring assessments and data meetings allow for quick identification of students performing below grade level. Teachers collaboratively engage in data-based decision making meetings to group intervention students and share strategies for improving instruction. Based on individual needs, identified through performance assessments, students are placed in either Tier 2, in-school, or Tier 3, after-school, intervention groups. Tier 2 intervention groups occur daily for each subject, and students are invited to participate based on what best suits their needs. Student groupings are fluid and are adjusted according to ongoing assessment data and progress made with daily work.

During this intervention period, teachers work with small groups of students on common skills in need of reinforcement. This reinforcement is provided through re-teaching, hands-on activities, games, and practice of skills-based strategies. Tier 2 consists of hour-long after school intervention which is offered three to four days a week, allowing students to rotate between subjects that are needed. This provides an additional opportunity to target instruction and focus on remediating specific skills in a smaller group setting. Tiered intervention sessions are scheduled for at least 24 weeks of each school year. "Flex Day Fridays" are intentionally planned calendar days used for addressing the needs of students performing below grade level. On these days, which occur several times throughout the school year, only students performing below grade level are required to attend. Teachers provide differentiated lessons and activities to meet students at their current level and build on that knowledge.

Teachers take part in several professional development opportunities at the beginning of each school year, and at regular intervals throughout the year, that focus on research-based instructional strategies. This ensures that teachers and staff members are informed of best practices for engaging all students.

3b. Students performing above grade level:

Students at Three Rivers Elementary School are encouraged to extend their knowledge through various activities throughout the school day. Teachers provide differentiated lessons in order to promote critical thinking and allow students to go beyond the basic concepts. Enrichment opportunities are provided throughout the week on a rotating basis to allow students extra time in content area classrooms to develop skills beyond grade level expectations. During this time, students take part in tiered assignments with an emphasis on project-based learning. This allowed them to explore real world application of concepts in

multiple curricular areas. Enrichment components embedded in the curriculum provides students with more challenging activities and opportunities to show mastery and growth. Our librarian and teachers make certain that more challenging and age appropriate books are available for our students reading above grade level.

Teachers allow for flexible groupings of students in the classroom to provide opportunities for our students to collaborate in order to extend their learning. Teachers make sure to design lessons that include topics of interest to the students, making them relevant to how the world works.

Students who are showing academic success in math and science are encouraged to apply for Science, Technology, Engineering, and Mathematics (S.T.E.M) camp that takes place during the summer. STEM camp gives students real world experiences in STEM education through inquiry learning and provides opportunities to improve problem-solving, critical thinking and communication skills.

Students who are identified as Gifted and Talented are serviced in the regular education classroom as well as designated, small group sessions with a certified teacher. This provides opportunities for students to conduct independent studies in a student's interest area and as well as an opportunity to develop depth and breadth of knowledge in a subject area.

3c. Special education:

During the COVID-19 school closures, students continued receiving all services on their Individualized Education Plan (IEP) virtually. For students who received inclusion support, the certified grade level paraprofessionals attended all Zoom classes and continued to collect data on IEP goals and objectives. General education teachers created small group breakout rooms within Zoom for students needing extra support. Intervention classes were held via Zoom with the special education teacher four times a week. Parent contact was made on a weekly basis. For math instruction, an individualized computer-based program was used during intervention to work on IEP goals and objectives, and to monitor progress toward those goals. Students who received instruction in the resource classroom continued receiving small group instruction with the special education teacher over Zoom. A specialized reading program was utilized for reading instruction.

Three Rivers Elementary utilizes a research-based reading program to provide comprehensive, explicit, and systematic instruction in the five essential components of reading, including language and writing. To encourage students to continue reading daily, an online reading and learning platform that offers students online books with audio was implemented. Students continued to take online assessments to monitor comprehension. While our school remained virtual for the first several weeks of the 2020-21 school year, face-to-face interventions were held twice a week to work on IEP goals and objectives. Upon returning to regular school days, students were assessed to determine progress. This comprehensive assessment of basic skills helped pinpoint present level of performance, academic achievement, and functional performance. This assessment resulted in monitoring progress and writing measurable goals and objectives for IEPs. To help ease the anxiety and stress of returning in-person, students had and continue to have access to a sensory room. The sensory room provides a sense of calm and comfort. This safe space helps students learn how to self-regulate their behaviors, which ultimately helps them focus on their academic work.

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

At Three Rivers Elementary School, all core curriculum teachers in kindergarten to 6th grade are English as a Second Language (ESL) certified and receive regular professional development updates. All teachers work to encourage English Language Learners (ELLs) to develop their cognitive academic language proficiency. English Language Proficiency Standards are incorporated into daily lessons using a balanced literacy approach that focuses on listening, speaking, reading, and writing. ELL students are immersed in English in every classroom throughout the day. As an example, teachers post subject based sentence stems that prompt ELL students to speak and write in complete sentences and pre-teach content area vocabulary

and/or difficult concepts. ELL students also work with peers to build opportunities for them to practice conversational speaking. This provides ELL students with the opportunities to implement these skills daily in preparation for the Texas English Language Proficiency Assessment System (TELPAS), a state mandated language acquisition test. The TELPAS is given annually to all ELL students until they achieve a rating of Advanced High in all four domains, Reading, Listening, Speaking, and Writing and their individual growth is tracked.

The elementary campus has adopted an online standards-based supplemental curriculum used to enhance English language acquisition, track progress monitoring, to prepare for TELPAS. The curriculum gives ELL students the opportunity to participate in individualized instructional pathways that are targeted to individual needs based on assessment data. The curriculum uses interactive activities and videos that are evidence-based and standards aligned to promote student engagement. ELL students receive explicit language acquisition instruction for 45 minutes weekly and work closely with a certified master reading specialist to close gaps and ensure growth. Additionally, all ELL students are highly encouraged to attend extended school day tutorial sessions once a week to support their English language acquisition.

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

Students identified with dyslexia and or a related disorder receive intervention services from a certified master reading teacher highly trained in the delivery of a systematic, explicit, intensive reading program that complies with federal and state guidelines, laws, and policies. Small-groups meet in accordance with the fidelity of the program and in accordance with individual education plans. The adopted intervention program is cumulative in design including research and evidence-based components of instruction, visual references, progress checks, and review lessons that are embedded throughout to inform student progress and promote reading and writing automaticity.

Students identified as gifted and talented take part in a pull-out enrichment program one time per week. During this period, students participate in project-based learning activities. These creative, student-led projects are based on the Texas Performance Standards Project and allow students to collaborate with others to follow their interests. Projects focus on engineering design problem-solving, research assignments with cumulative presentations and displays, and artistic expression. Students in the gifted and talented program also have the opportunity to attend field trips to further explore their interests and extend learning beyond the classroom.

A majority of the students at Three Rivers Elementary School have been identified as economically disadvantaged. The school has partnered with community members and organizations to ensure all students are able to participate in school activities. For example, in the past a community organization provided several families with bags of food to take home on Friday afternoons. This ensured that students had access to nutritious snacks and meals while away from school. Other opportunities are offered as available. At the beginning of this school year, the school librarian organized a giveaway of books at the beginning of the school year. All students were able to choose several books to take home and keep. Additionally, school and community stakeholders regularly provide financial resources to ensure that all students are able to participate in activities at school, such as book fairs and holiday stores.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

All staff members at Three Rivers Elementary work as a unified team to engage, motivate, and provide students with a positive environment that supports their academic, social, and emotional growth. Each team member recognizes that, as a school with a large economically disadvantaged population, our students are uniquely susceptible to the social and emotional effects that result from financial instability. As such, each staff member is empowered to engage with any student should the need arise. It is not uncommon to see a custodian tying a student's shoe or the superintendent sitting on the floor in the hallway making vital connections with our students. Everyone understands that they must all wear different hats and may have to change hats at a moment's notice. In staff development, grade level meetings, and personnel training, Three Rivers Elementary School has continued to evolve around the fact that these are not normal times when it comes to public education. Collaboration with all stakeholders about students' well being and understanding of their social and emotional needs is a crucial aspect of our school environment.

Each year, Three Rivers Elementary School adopts a campus-wide theme in order to create an environment that excites and inspires all stakeholders. This common theme helps set the tone for the school year, and provides students and staff across grade levels with a unified vision. This theme is reinforced through bulletin boards, staff t-shirts, and morning messages. Students are selected to assist in delivering the morning announcements each day and share a motivational quote based on the campus theme.

Three Rivers Elementary School has implemented several reward programs that honor those students that achieve academic excellence or show emotional and mental compassion for other students. The Bulldog Pride award is given to students who demonstrate strong character traits and exhibit exemplary citizenship. As students' model desired behaviors, a Bulldog Pride slip is completed and turned into the office to be entered into a daily drawing. During daily morning announcements, one student's name is randomly chosen and their good character trait is shared with the entire campus. Many classrooms have extrinsic rewards, such as academic growth rewards, behavior rewards, and reading rewards, to motivate students to perform at the desired behavior or academic level. Staff at Three Rivers Elementary School share a common belief in the importance of developing the whole child to prepare them for a productive and successful future.

2. Engaging Families and Community:

Three Rivers Elementary School (TRES) is honored to have the support of caring parents, community and alumni. First and foremost, our Bulldog Education Foundation works tirelessly to raise funds for classroom incentives and donations. These come in the form of curriculum supports, technology equipment, enrichment activities, and supplemental manipulatives that reinforce the academic prowess of our educators. TRES has multiple families that provide support both financially and with their time. They volunteer countless hours of their own time to help out with specific events. There are several local churches that provide support in mental and physical well being. We have an active Parent Teacher Organization (PTO) that frequently facilitates fundraising and the proceeds go directly back to the students and teachers.

TRES partners with several local non-profit organizations like The Boys and Girls Club and The Sunshine Room. The Boys and Girls Club provides extended after school care during the school year as well as summer development programs. The Sunshine Room is a local charitable organization that provides the necessary clothing, food, school supplies and utility assistance for those in financial hardship. Three Rivers Valero Refinery has recently donated over \$60,000 towards the development of STEM computer labs. In addition to this donation, they provided an opportunity for TRES students to participate in a STEM camp which involved an endeavor to NASA Space Center. Conoco-Phillips Oil and Gas Company provides additional training opportunities annually in the fields of oil and gas, STEM and Engineering to our educators.

Three Rivers Elementary School hosted several community involvement events. Meet the Teacher night takes place at the beginning of the school year. PTO sponsored a Halloween Theme carnival in which

students get to trick or treat in a safe and caring environment. The elementary students decorated and rode on a parade float that participated in the Live Oak County Fair Parade. In addition, a Career Fair with community involvement that has historically been a tremendous success. Other community engagement events have taken place due to charitable donations, For example, kindergarten teachers host students from Coastal Bend College during dental hygiene week to help give guidance to parents that may need assistance. All students receive a toothbrush and toothpaste. Also, the local volunteer fire department delivers a fire safety presentation during fire prevention week. Students are engaged in fire safety and fire prevention to help better understand the importance of fire prevention week. TRES partners with Texas AgriLife Extension, Nueces River Authority, Live Oak County Soil and Water Conservation as well.

3. Creating Professional Culture:

Early in the school year, administration ensures the creation of a positive environment by taking extra steps to help teachers feel appreciated. Recently, the staff lounge was completely remodeled to create a relaxing atmosphere with inspirational messages and decorations. A strong emphasis was placed on recognizing staff birthdays by creating a birthday bulletin board that displayed gift bags to be filled by staff. A binder with staff members' favorite things was placed in the lounge and used periodically to encourage and lift morale. Administration starts the year off on a positive note by providing treats and opportunities to bond with each other. Activities such as Painting with a Twist, toasting the teachers' accomplishments, seasonal shared meals, and catered faculty meetings lift the staff spirits and create a positive environment. A book study was incorporated into the campus in-service days and teachers and staff were grouped together to give a presentation over a specific chapter of the book. These presentations were given at staff meetings once a month.

The campus hospitality committee hosts celebrations for major life events such as wedding showers, baby showers, Christmas parties, and birthday luncheons. This allows the teachers to come together and socialize with a focus on non-school related activities. As a result, the staff became unified and emotionally invested in each other's lives. This investment carries over into the classrooms and the relationships with students.

The Parent Teacher Organization supports teachers in multiple ways throughout the year. Spirits are lifted as the snack cart is rolled down the hall to deliver food and drinks to teachers during hectic times of the year. Periodic luncheons are held in celebration of multiple holidays and events.

Immediately upon being notified of pandemic-related school closures, Three Rivers Elementary School staff began utilizing a group messaging mobile application to ensure effective communication of updates, both professionally and personally. During this time, teachers and staff were given the opportunity to explore their own professional development in ways to assist them in teaching virtually. In addition to the required 15 hours of professional development that occurred prior to the start of the 2019-2020 school year, elementary teachers participated in more than 60 hours of professional development in the areas of technology implementation, virtual classroom management and instruction, and special populations services. Teachers selected additional training based on specific needs of their classroom. This gave them the opportunity to take full responsibility for their professional growth and this was a tremendous relief to all of the educators.

4. School Leadership:

Three Rivers Elementary School has two administrators that complement each other, which has led to better cohesion and collaboration within a short period of time. The principal is a master data strategist which has helped lead to increased academic performance both in and out of the classroom. The motto repeated frequently on a daily basis is: "Progress, not Perfection". These three words have been ingrained within the campus growth mindset. The principal organizes monthly progress monitoring meetings that include two-week progress monitoring assessments.

Teachers and Administration collaborate over assessments and develop individual education plans for each student. The administration team assigned Carol Dweck's, "The Growth Mindset", as professional development throughout the school year. Teams were delegated chapters of the book to present as educators

continued with their pursuit of continuous learning.

The Assistant Principal ensures the security and safety of the campus building which allows the Principal to have increased capacity to focus on student data. The Principal and the Assistant Principal have developed a strong bond. This relationship promotes a positive and reassuring environment which leads to more flexibility and trust within the classroom. The Administration also intentionally builds relationships with the teachers and students. Often, relationships are formed and strengthened by simply listening to both teachers and students. In return, teachers are able to focus more on academics and building their own relationships with their students.

During the beginning of the COVID-19 pandemic in March of 2020, the schools were forced to close. Three Rivers Elementary School was committed to the continuous learning framework for more than 10 weeks. During this time, the teachers performed above average amounts of online professional development. The campus administration took the lead in assuring that Three Rivers Elementary would become a 1:1 campus for technology devices. Numerous days and hours were spent in developing a rigorous plan to handle the over 300 electronic devices and determine how to utilize and maintain online academic endeavors. Administration assured the quality of instruction would remain at the forefront. Google Classroom and Zoom were the online platforms that were chosen to guarantee academic excellence. The administration brainstormed and collaborated through challenges that were unforeseen in this new virtual world. This caused policies and procedures to be revised in order to maintain a safe and positive learning environment.

In the end, campus leadership were successful due to their adaptability and flexibility in leading teachers to persist in less-than-ideal learning conditions.

5. Culturally Responsive Teaching and Learning:

Three Rivers Elementary School is primarily made up of Hispanic/Latino and White students with a small distribution of Black or African American and Asian students. The staff makeup at Three Rivers Elementary has a similar representation comparable to student enrollment. Through collaboration between teachers and administration, class rosters reflect a balanced population of student groups. Priority is placed on ensuring that students are grouped with others that have similar backgrounds, while also being exposed to the many differences represented within our school.

Hallway bulletin boards consistently display the importance of cultural diversity and patriotism. Children participate in different activities that range from simple artwork to elaborate innovative projects. Students are exposed to multiple musical genres like mariachi bands and classical music through fine arts programs. Campus-wide celebrations uniquely honor Veterans Day and Black History month through several activities such as assemblies, sharing read-alouds, journal writing, and hands-on classroom activities. The school library creates an atmosphere that celebrates our shared Texan culture by having a large variety of Texas history books, while also representing other cultures through a vast book collection. Students enjoy in-person field trips to Mission La Bahia in Goliad, Texas as well as "The Alamo" in San Antonio, Texas. Students also participate in virtual field trips and have the opportunity to visit places in which they might not be able to venture to and explore.

In terms of current events, the elementary student body recently took part in a mock presidential election to teach and model the democratic process. Classroom teachers exposed students to several political platforms and views in order to attempt to broaden student awareness regarding the importance of voting and being a good citizen. Portions of the Presidential Inauguration were shared throughout the school day to show the importance of our democratic society.

In terms of family outreach, we have several key staff members who are bilingual. These individuals are instrumental in communicating and translating conversations with non-English speaking parents. Our Community in Schools (CIS) counselor is also bilingual, and acts as a liaison in providing resources to families in need. The CIP counselor makes in-home visits to help alleviate the frustration that non-English speaking parents feel when they attend school functions. TRES partners with local churches and community organizations to provide support to families in crisis situations.

Parent involvement activities such as Donuts for Dads, Muffins with Moms, Daddy-Daughter and Mother-Son dances, Family Science Night, Read Across America, Family Book Fair nights, Hot-Diggity Dog Night, seasonal musical performances, and Meet the Teacher Nights are regularly implemented.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The entire campus of Three Rivers Elementary School was actively involved in the development of a system that focused on the individual students' academic needs. As a result, continuous collection and disaggregation of data were the pivotal measures that resulted in increased academic performance. Bi-weekly testing in reading and math occurred with consistency in order to expose students to appropriate grade-level academic vocabulary, build stamina, and provide students with an opportunity to practice strategies independently. These progress monitoring assessments were adaptable to each student's academic performance, thus evaluating them at their current instructional level.

Upon collection of assessment data, conferences were held between student and teacher to discuss academic growth or lack thereof. Improvement and enrichment plans were created and communicated with students, parents, and all involved staff members. Students were able to chart their performance on assessments and monitor their progress. This progress was then communicated with parents in the form of a required progress monitoring grading rubric. This parent involvement brought awareness to the academic growth students achieved. It also provided teachers with credible documentation when communicating the need for attendance at after school intervention.

Teachers disaggregated data to identify specific areas of improvement or need for special populations. This data was then used to create and adjust intervention groups held during and after school.

Administrators met with all fifth and sixth grade students to discuss individual accomplishments and provide feedback on areas of strengths and weaknesses. Effective test-taking skills and practices were discussed, as well as the importance of goal setting. The administrators followed up with students throughout the year to track progress toward the accomplishment of their goals.

A campus-wide reward system was put into place to motivate and encourage students to continue to show growth on their bi-weekly math and reading assessments as the year progressed.

During monthly data meetings, teachers sorted students based on assessment performance. Staff used a pocket chart to group students into three different categories: approaches grade level, meets grade level, and masters grade level. This provided staff with a visual representation of student progression, as well as grade level advancement. Teachers were able to quickly identify student groupings and promptly begin intervention and enrichment.

Staff adopted a belief that drove the approach to addressing areas of concern. The belief "Progress not Perfection" guided staff and students in their efforts to increase their knowledge and skills.

While developed for school improvement, these practices are currently in place and utilized daily by the staff. They have been ingrained into the school culture, and will continue to utilize intentional progress monitoring and positive reinforcement to improve academic performance.