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

Official School Name Springlake-Earth Elementary/Junior High School
(As it should appear in the official records)

School Mailing Address 472 FM 302
(If address is P.O. Box, also include street address.)

City Earth   State TX   Zip Code+4 (9 digits total) 79031-0130

County Lamb County

Telephone (806) 257-3310   Fax (806) 257-3927

Web site/URL http://www.springlake-earth.org   E-mail dcrum@springlake-earth.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. Denver Crum   E-mail dcrum@springlake-earth.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Springlake-Earth Independent School District   Tel. (806) 257-3863

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 Jason Mosqueda
(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   1 Elementary schools (includes K-8)
   (per district designation):   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
   [X] 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	6	5	11
K	9	10	19
1	12	12	24
2	11	5	16
3	8	9	17
4	8	12	20
5	8	8	16
6	10	11	21
7	18	9	27
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	90	81	171

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

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate):   <u>0</u> % Asian
                                      <u>0</u> % Black or African American
                                      <u>76.6</u> % Hispanic or Latino
                                      <u>0</u> % Native Hawaiian or Other Pacific Islander
                                      <u>23.4</u> % White
                                      <u>0</u> % 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: <u>19</u>%

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

    We are an agriculturally based community and region. Work can be seasonal and impact mobility rates.

    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 *to* the school after October 1, 2020 until the end of the 2020-2021 school year	13
(2) Number of students who transferred *from* the school after October 1, 2020 until the end of the 2020-2021 school year	23
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2020	187
(5) Total transferred students in row (3) divided by total students in row (4)	0.19
(6) Amount in row (5) multiplied by 100	19

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

    <u>Spanish</u>

    English Language Learners (ELL) in the school: <u>28</u> %

                                                         <u>48</u> Total number ELL

7. Students eligible for free/reduced-priced meals: <u>78</u> %

             Total number students who qualify: <u>134</u>

8. Students receiving special education services   7 %
with an IEP or 504:   12 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.

3 Autism	0 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	0 Other Health Impaired
0 Developmental Delay	4 Specific Learning Disability
0 Emotional Disturbance	5 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
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.	9
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

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   22:1

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	93%	96%	96%	96%	95%
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 X

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.

The vision at Springlake-Earth ISD is three-fold: First, everybody who is or has been associated with the school in any way to join with great pride in claiming the school as OUR SCHOOL. Second, the district wants that pride to come as a result of the good things that are happening because of OUR CHOICES that are driven by high expectations, coupled with discipline and hard work. Third, the district wants everybody to understand that the goal-driven choices made by disciplined people who exhibit high levels of character make a direct impact on the school vision, OUR FUTURE. OUR SCHOOL, OUR CHOICES, OUR FUTURE.

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

It is the policy of Springlake-Earth ISD not to discriminate on the basis of race, color, national origin, sex or handicap in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

Springlake-Earth 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 vocational programs.

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

Springlake-Earth ISD is situated between the two towns of Springlake and Earth, Texas. The location and configuration of this small rural school district of 300 students is highly unique. The school district is configured similar to a small community college campus, and it is positioned in the rural countryside outside of both towns. The district itself is centered in the middle of four operational farms. The first school was built in 1908 by the George Wright Land Company. The section of land on which the townsite of Old Spring Lake stood was at one time a part of the XIT Ranch. During the 1880s, the XIT ranch was the largest ranch in the world under fence. It was the largest fence-building project in American history; one fence ran one hundred and fifty miles without a turn. The XIT ranch was owned and operated by the Farwell brothers of Chicago. In 1885, the Farwell brothers agreed to build the state capital of Texas in exchange for three million acres of land in the Texas Panhandle. The Land Company built the school, post office, and store as a foundation for the town. There were seventy-two pupils and one teacher in 1910 with eight grades to teach. The older pupils would help the teacher by hearing the younger ones read and spell or do number work. The children rode horses or drove horse and buggy or wagon to school. They took feed for the animals to eat, and there was a small barn on the grounds that sheltered the animals. A windmill in the yard furnished water, and a coal-burning stove furnished heat. Once a month, in the evening, there would be a meeting of the literary society. Families would come from miles around to hear the students do short plays, readings, songs, or debates. The lighting was provided by kerosene lamps with reflectors on the back. In 1923, an application was made to form an independent school district, and the current Technology Building (formally the Junior High Building) was the original building on the present campus. There was no cafeteria at the school, so students took their lunches from home, carrying them in a paper sack, wrapped in newspaper, or in a syrup bucket. Often the meal consisted of sausage from breakfast, bread, or a leftover biscuit.

Springlake-Earth Elementary/Junior High (S-E E/JH) is one of two campuses in Springlake-Earth ISD (SLEISD). S-E E/JH was originally constructed in 1957 as an elementary campus. In 1999, due to declining enrollment, the junior high campus was consolidated with the elementary campus. Historically, the campus has been renowned for its strong academic rigor and success, and its outstanding teaching staff. Recent changes in student demographics, especially in the area of low socioeconomic status, has caused the campus to reevaluate and change instructional strategies. To help all students elevate academic performance and better prepare them to transition to higher education, campus leadership and teachers had to make dramatic curricular and instructional changes. These changes included the formation of professional learning communities (PLCs), training in data driven instruction (DDI), the addition of diverse, and proven instructional materials and programs to assist teachers and students. District leadership and teachers were tasked with identifying the reasons and causes for achievement gaps in state assessment exams. The district added a curriculum director and specialized instructional positions to help assess data, assist teachers in lesson planning and student evaluations, and assist students. Funding for these positions were provided through the School Action Fund (SAF) grant. Through this grant program, S-E E/JH redesigned their school model to that of an Accelerating Campus Excellence (ACE) model. Upon receiving funding, this campus represents the first rural Elem/JH ACE campus in Texas. Last year, S-E E/JH students and staff made historical gains in closing achievement gaps among students. The leadership team and staff of S-E E/JH exhibits strong care and love for its students. Although these changes required tremendous increases in teacher and administrator preparation time, the staff willingly made these sacrifices to help their students excel academically. S-E /JH staff and students are very proud of their achievements and they are deeply appreciative of being nominated as a National Blue Ribbon School. Recently, the S-E E/JH principal implemented the Ron Clark Academy (RCA) House System. The RCA House System is composed of four houses; House of Courage, House of Dreamers, House of Friendship, and the House of Givers. Throughout the year, students are rewarded by their individual accomplishments and House accomplishments through team building activities. The team building activities end with the end of the year Battle of the Houses. The House System has given students and staff the opportunity to form relationships with their house members and to create a closer bond with their house members. It has created a culture of belonging to a school wide community and has fostered opportunities to build character.

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:

S-E E/JH is a campus that follows the pillars of the ACE model. The campus is located in the center of Earth, Texas and the community pride is reflected in the school culture. The pillars of the ACE model include: 1) effective principal and teachers, 2) instructional excellence, 3) extended learning time during the school day, including an accelerated learning period and enrichment period, 4) social emotional support including community circles, 5) Parent and community partnerships including monthly meetings, breakfast buddies, and family game night.

S-E E/JH integrades the pillars of the ACE model within the Texas Education Agency (TEA) Effective Schools Framework (ESF). This includes strong school leadership and planning, effective well supported teachers, positive school culture, high quality instruction, and effective instruction. In order to support educators, teachers at S-E E/JH are provided with and attend staff development opportunities, including workshops, and DDI meetings. Additionally, they attend weekly data-driven professional learning community (PLC) meetings. All initiatives on campus stem from a focus on supporting the community, students and ensuring effective educators provide high quality instruction informed through data and supported by intentional design and planning.

Because of its size and the staff's commitment to the community, S-E E/JH educators know every student that walks through the campus doors. Even if a student is not enrolled in a teacher's class, they are aware of their social-emotional as well as academic needs because of PLCs, DDI meetings, and their involvement with the community. Students are informally assessed each week to identify and create plans to receive the support they need as a human being that is surviving a Global Pandemic as well as a student in a world and economy that requires a high quality education.

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

In S-E E/JH literacy classrooms, campus faculty and staff strive to build readers, writers, and communicators prepared to meet the demands of college and career and to engage as productive citizens of the world. Teachers lead students in reading rich, challenging texts that build their understanding of the world, with the goal of empowering them with the understanding that reading is their pathway to knowledge. Students can analyze structure, argument, and evidence in nonfiction texts and theme, character, and narrative arc of fiction texts. Additionally, students practice discussing and writing about informational and literary text and other media in order to be successful in college and their careers. Students receive the support they need to read texts closely, share their learnings using evidence to back up their positions. S-E E/JH believes supporting students' ability to read critically, build arguments, cite evidence, and communicate ideas today prepares them to be better citizens tomorrow. Teachers' instructional practices ensure that students do the thinking.

An additional goal of reading rich texts is to gain content knowledge and exposure to the world through reading. Students are encouraged and supported in reading for large portions of class time and at home. In particular, students are reading a high volume of texts at their independent level and across a wide variety of genres that reflect class topics and support student choice. Teachers provide learning opportunities for students to tolerate frustration and overcome it when encountering challenges during reading. During English Language Arts and Reading (ELAR) class time, students use high-utility vocabulary across content areas to build their language of power database. Finally, through reading students use foundational skills, like phonics and fluency, in order to comprehend worthwhile text, not solely as isolated skills.

Classroom teachers consistently implement best practices, including spending time reading and analyzing texts and other media. During preparation, teachers carefully select a balance of informational and literary

texts worth reading to build content knowledge and students' knowledge of the world. During instruction, teachers put high-quality texts at the center of lessons with scaffolds that can promote independence (e.g. read alouds, small excerpts). Teachers also provide independent reading texts and opportunities in and out of class to build knowledge, reading proficiency, and vocabulary. Teachers ensure they teach high-utility words and reinforce student efforts to use academic vocabulary and determine meaning from context during their instruction. They plan questions and prompts that are text-dependent. worth answering and leading students in the direction of a deep and complete understanding of all they read. S-E E/JH teachers regularly present formal and informal opportunities to write for a purpose and form sources. In order to support this they facilitate evidence-based conversations about text and other media. While instruction is scaffolded and anchored in high quality instructional materials and assessments, teachers ensure they allow students to reach and articulate their own evidence-based conclusions. When formal and informal assessments indicate students need differentiated instruction, teachers strategically support students to provide a pathway to grade-level work.

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

In math classrooms, S-E E/JH teachers strive to build mathematically proficient students prepared to meet the demands of college and career and apply mathematics in the real world. Students focus on the most important content rather than covering as many topics as possible. This teaching strategy leads to increased student understanding and an overall stronger application of the content. By treating new concepts as extensions of what they have learned before, students develop a conceptual understanding of key mathematical concepts, including how topics are connected and how they apply to problems in class and in the real world.

Teachers practice instructional techniques that require the students to do their own thinking. Students will not gain the skills they need if teachers do the thinking and work for them. Therefore, students do computations, persevere through challenging questions, and reason abstractly and quantitatively. They communicate their ideas, critique others' reasoning and reflect on their approach to problems. Students take ownership of their work and their ability to make connections between ideas and see themselves as problem finders and problem solvers by posing meaningful questions, making productive inquiries, using tools, and modeling real-world situations with math. Students are guided by focused daily objectives. They engage in rigorous multi-step problems and use reasoning to understand the goals of a problem and the most efficient way to solve them. When solving problems students show their work to explain their problem solving steps and rationale. In addition to showing their own work, students analyze and evaluate peer work, and debate ways to solve problems and provide evidence for their reasoning.

Finally students are encouraged and supported to see math as a useful or relevant tool for solving real world problems. Classroom teachers think deeply about all the aspects of each concept to connect how that content can apply to the real world to help prepare for instruction. Teachers structure their math curriculum in a spiral, meaning they spend the majority of class time going deep on the most important topics and building new ideas on the foundation of what students have previously learned. Additionally, they sequence problems and experiences to set up students to discover multiple approaches to help them identify efficient pathways to solutions and why those mathematical procedures work. Furthermore, teachers also provide many opportunities for students to practice procedures and engage in peer collaborations to apply understanding to real-world problems.

In classroom's they assign fewer but more challenging problems, reinforce effort, and give students strategies to tolerate and overcome frustration. One key component of pedagogy in S-E E/JH classrooms includes the teacher's listening first and responding second to the thinking that led to students' responses and prompt for reflection, critiques, and mathematical questions. Educators use a variety of strategies to assess daily student progress as well as benchmarks that reflect the rigor of state assessments. They also ensure data from assessments to regularly inform re-teaching, grouping, and other interventions, and provide frequent meaningful feedback on all assessments. This data tracks student progress and teaches students to self-track progress and set appropriate goals.

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

Springlake Earth E/JH uses High Quality instructional Materials (HQIMs) aligned to rigorous science standards.Data consistently informs science instructions assessments are administered formally and informally weekly, every three weeks, and every six weeks in addition to benchmark testing at the beginning of the year, middle of the year and end of the year. This data is reviewed in weekly DDI meetings as well as PLCs to inform instruction.

In science classrooms, S-E E/JH ensures that inquiry based laboratory experiences are incorporated at least 35% of instructional time for grades 4-7. One key component of S-E E/JH science instruction is the interdisciplinary nature of instruction ensuring students are exposed to STEM content in addition to science specific content. This includes incorporating mathematics into the STEM curriculum. For example, when discussing density, students use concepts from mathematics to calculate whether an object will sink or float in their laboratory practices. S-E E/JH teachers recognize the importance of critical thinking and reading skills in science content.

As part of the S-E E/JH science curriculum, students are asked to explain their hypotheses in writing as well as communicate their findings with peers verbally and in writing. This scientific dialogue is an essential 21st century skill, S-E E/JH is incorporating into its science curriculum in all grade levels. S-E E/JH recognizes that science is not devoid of cultural context. As part of S-E E/JH educators ensure that science concepts are culturally relevant. For example, when discussing types of plants (e.g., monocots or dicots) educators use examples that are literally in the students' back yard and bring in local experts when possible. For example, when discussing consequential effects of using pesticides, educators discussed the Texas example of the Boll-Weevil that devastated local cotton crops and subsequent mitigation efforts.

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

The social studies curriculum used by teachers aligns and addresses the Texas Essential Knowledge and Skills (TEKS). S-E E/JH uses a High Quality Instructional Materials (HQIM) aligned to Texas State Standards. Students are assessed weekly, every three weeks and every six weeks as formal and informal assessments. Data from these assessments are used to inform instruction in social studies classrooms. Social studies education is also integrated into the reading curriculum in S-E E/JH classrooms. This curriculum engages students through unit studies and provides opportunities for them to form a strong foundation in history, geography, government, citizenship, culture, science, and technology.

The social studies curriculum at S-E E/JH also includes reading and math cross-curricular activities. For example, when students are reading maps at the junior high level, they calculate mileage and distance using scale. When looking at geological timelines, they also calculate range in years as well as mean and mode using various data sets. This includes creating budgets as well as identifying economic trends throughout American history. S-E E/JH classrooms also include critical reading skills. Students read nonfiction books and articles related to current events, such as local and national elections. Students also write research papers on topics of their interests and align to state standards.

Students also complete projects that incorporate integrated skills across curricula. For example, students create a museum exhibit in which they are responsible for creating an exhibit that will go into a museum, presenting this project to others, and then they visit a local museum. Students are also given an assignment to plan a trip or vacation in a specific country, for this assignment, they create a budget and itinerary. Finally, every six weeks, students read a nonfiction book and complete a book report about their book of choice.

1f. For secondary schools:

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

S-E E/JH ensures that pre-kindergarten (pre-K) students enrolled in the district receive high quality instruction. All S-E pre-K teachers are certified and trained in early childhood education. These include all

three and four year olds who have access to the high quality programs. All eligible four year olds are enrolled in a high quality prekindergarten program. The curriculum used addresses all Texas pre-K Guidelines. pre-K instruction integrates all developmental domains to support and facilitate children's learning. S-E E/JH educators recognize the importance of pre-K as an important time in a student's social-emotional and academic development.

S-E ensures families are engaged throughout their student's pre-K journey. In order to support pre-K enrollment, SLEISD faculty and staff conduct home visits to families of all eligible pre-K students. When necessary, these meetings are conducted in the family's native language. These meetings include information about pre-K in SLEISD including how to enroll as well as benefits of the program. This is not the only way S-E E-JH engages pre-K families. Communication is also shared via a campus messenger system (electronic communication in English and Spanish). When enrolled, teachers conduct parent-teacher conferences throughout the year with pre-K families to share student progress both social emotionally and academically.

In order to ensure alignment of pre-K curriculum with K-3 academic standards, all S-E E/JH teachers meet in PLCs to explicitly discuss alignment at least once a month, often weekly. All S-E E/JH educators use standards aligned to TEKS and identified as HQIMs by the state. These meetings are times when educators find the common thread and identify where students are successful and where they need additional support. Often, best practices are shared for students across all grade levels in multiple subject areas, not only in pre-K.

2. **Other Curriculum Areas**:

S-E E/JH ensures all curriculum areas support student acquisition of state standards Texas Essential Knowledge and Skills (TEKS) across all grade levels. However, because of the size and geographic location of the district, staffing has and continues to present a challenge. S-E E/JH has prioritized hiring individuals for all subject areas that not only have subject matter expertise, but pedagogical expertise to support elementary and junior high students.

As an example, fine arts and University Interscholastic League (UIL) activities are supported by multiple educators across campus. S-E E/JH is one of the few small and rural districts that offers a band program. This program is supported by a husband and wife team and is offered to students beginning in fifth grade. S-E E/JH is one of a handful of rural districts in the state that offer the program at the elementary school level. Additionally, S-E E/JH offers a music program once a week to K-4 students. S-E E/JH also offers a junior FFA program beginning in third grade that is supported by the high school FFA staff member. The campus has also begun using a new disciplinary model, Responsibility Centered Discipline, known as the "Give 'Em Five." This model consists of a private conversation between the teacher and student during which five steps are followed: support, breakdown, expectation, benefit, and closure. Also implemented are community circles within classrooms, once a week, during which students are given a conversation starter and encouraged to share their thoughts and ideas with the class. No pressure is put on students to share, but they are encouraged as a way to build relationships when discussing educational content. Finally, SEISD serves as hosts for all three district UIL academic meets.

SLE E/JH recognizes that physical education (P.E.) is an integral part of students' overall educational experience. Campus PE teachers utilize TEKS-based standards to develop exercises and games that allow students to participate in moderate to vigorous daily physical activities. Structured rigorous physical activities are part of both daily P.E. classes and recess periods. SLE E/JH believes that through participation in daily moderate to vigorous structured and coordinated physical activities leads to the development of fine motor and physical skills. A few examples of daily P.E. activities include football, track, dance, basketball and a unique game to S-E, called "wall ball."

The Springlake-Earth community library is a highly unique collaboration between the cities of Earth and Springlake and Springlake-Earth ISD. The library serves both the communities of Springlake and Earth, while also serving the students of Springlake-Earth ISD. This unique and special library is a member of the West Texas Library Group and it is dedicated to enhancing literacy, learning, and imagination. Each year the library staff works with students and teachers on a special project called "The Best Book in Earth." This

project examines the various reading preferences of library patrons and determines which book is most popular in any given year.

3. Academic Supports

3a. Students performing below grade level:

Providing academic support for all students in S-E has been and continues to be a priority for the campus and district. Because of the small size of S-E E/JH and the frequency of DDI meetings, educators and leadership consistently use data to identify supports and interventions to support all students across all subpopulations. At S-E E/JH, educator designed assessments are used to assess student progress weekly, every three weeks, and every six weeks. State released STAAR tests are used as benchmark tests at the beginning, middle, and end of year to assess student progress. The weekly assessments are reviewed by a team of educators in DDI meetings and teachers develop individualized support plans for each student. S-E E/JH faculty review a variety of assessment data to determine individual student strengths and weaknesses. Students identified as performing below grade level are referred to a Student Assistance Team. This team meets each six weeks to discuss tiered instruction. Every day students have the opportunity to participate in accelerated instruction through a self-paced technology guided curriculum. This program offers a reading curriculum that is research based and improves reading abilities. It permits students with diverse skills and unique needs to read with control and precision. Other components of this program include a universal screener, phonics, vocabulary, grammar, comprehension, and fluency. Additionally, students have the opportunity to participate in Pride Period every day, this allows students to receive accelerated instruction in small groups. Enrichment activities as well as opportunities and time to complete homework are included in the Pride Period. S-E faculty and staff also review content standards and classroom unit and lesson plans to ensure that they promote the behaviors that meet standards and mastery levels.

If on one of the assessments a student performs below grade level or is trending towards stagnation in performance, educators use DDI meeting time to discuss appropriate accelerated learning plans. These include support specific to the TEKS that assessments are indicating students are not quite meeting, yet. Often instructors share best practices that are aligned to support students. As a result of these meetings, reteaching plans are developed to meet the needs of individual students. Students are then assessed at three and six week intervals to show mastery. This cycle continues until the student shows mastery of the TEKS being taught.

3b. Students performing above grade level:

S-E E/JH faculty review a variety of assessments to determine individual student strengths and weaknesses. Students identified as performing above grade level have opportunities to participate in a Success and Pride period. Success and Pride classes utilize self-paced technology instruction that guide students towards a differentiated curriculum designed to meet their individual needs. Students identified as performing above grade level on a district approved assessment instrument, will receive instruction based on a higher than grade level. In the Pride Period, students performing above grade level have the opportunity to participate in enrichment activities such as higher order thinking skills, team building activities, and leadership activities. They also have the opportunity to peer tutor others with their advanced skill set.

3c. Special education:

If an S-E ISD faculty member, or a parent believes that a child has a disability, and a need for special education services, this child will be referred for a special education evaluation. S-E is a member of the Lamb County Shared Service Association (SSA), and a qualified diagnostic will review the parent and/or staff student referral, and conduct the appropriate evaluation. To qualify for special education services, a student with a disability, must need instruction that is specially designed to meet the student's unique needs based on that disability. Eligible students with disabilities receive special services and assistance from the district. Special education services include in class support, content mastery, and a resource setting at S-E E/JH. A special education teacher or paraprofessional is assigned to classrooms to provide support for students. Additionally, content mastery instruction and support is provided for qualifying students. Content

mastery students receive direct instruction from the regular education teacher and then proceed to the Content mastery classroom for support. For students who need more support than in class support or content mastery they are scheduled into a resource class setting where they receive instruction in the content area.

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

Upon initial entry into S-E ISD, students are administered a Home Language Survey(HLS). S-E staff endeavors to ensure that parents understand the purpose of the HLS form and to ensure that the form is completed accurately. District staff verifies the form and determines if a language other than English is the primary language spoken in the home. If a language other than English is spoken in the home, the student(s) are administered an English Language Proficiency to determine identification. The district's Language Proficiency Assessment Committee (LPAC) convenes and determines the student(s) appropriate level of identification. For students identified as English Language Learners (ELLs), S-E E/JH. Teachers use instructional accommodations checklist and ELPS planning guide to support and guide their pedagogy. The majority of teachers are ESL certified. Those that are not are encouraged to do so. During Success and Pride periods, instructors provide opportunities for ELLs to engage in ELPs aligned one on one or small group instruction. Each morning ELL students spend 30 minutes with an ELL certified educator and a curriculum that focuses on all the components of the science of learning to read. The campus provides opportunities for ELL parent and family engagements throughout the year in the form of meet the teacher events and before and after school hours to learn about the ELL program. Student progress is monitored each 6 weeks with ELL student progress meetings with teachers. Data from these assessments are used to inform support and instruction. ELL students in grades 4-7 work daily in a language acquisition program. New ELL students in grades K-2 spend time daily one on one with a teacher that can communicate most effectively in the student's home language. Students are provided with resources to engage in rich literature in their home language and in English.

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

Students exhibiting high-performance capability in an intellectual, creative, or artistic area, may qualify for Gifted and Talented programs and services. S-E ISD offers special programs for students identified as gifted and talented. These programs include a 45 minute period each day for grades 4-7, specially designed for self-directed learning, thinking, research and communication skills. S-E ISD's vision for the Gifted and Talented program is that all students will be appropriately academically challenged, and that our G/T programs will enable our students to maximize their potential. For students identified as dyslexic, a 45 minute pull out program, 4 days a week exists to support their education. Each morning dyslexia students spend 30 minutes working on a program that focuses on all the components of the science of learning to read.

Due to changes in local agriculture farming practices, S-E ISD has received fewer qualifying migrant families. Consequently, the district no longer qualifies as a migrant district under Title I, Part C. Although S-E ISD does not receive enough migrant families to qualify as a migrant school district, the district chooses to continue to offer migrant services. S-E ISD has a special on campus and in-home migrant visit programs. The purpose of the campus and in-home visits is to make our migrant families feel welcome to the district and to make them aware of the services and programs available in the district to their families.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The culture and climate of S-E centers on engaging students, the families, and the community in education. All faculty and staff work to get to know each student and recognize their hopes and dreams and support student agency in their own success.

S-E E/JH integrates the pillars of the ACE model within the TEA Effective Schools Framework (ESF). This includes strong school leadership and planning, effective well supported teachers, positive school culture, high quality instruction, and effective instruction. In order to support educators, teachers at S-E E/JH are provided with and attend staff development opportunities. Additionally, they attend weekly data-driven PLC meetings. The campus is located in the center of Earth, Texas and the community pride is reflected in the school culture. The model of the campus is P.R.I.D.E. in which, P stands for Perseverance with the mantra "I will try, try, try…never give up. I will always do my best." R stands for Respect in which students commit to being kind to themselves and respecting others property and boundaries. The I stands for Integrity and students commit to doing the right thing even when no one else is watching and recognizing that wrong is wrong even if others are doing it. D stands for discipline and student's recognizing the importance of thinking it through before I do and controlling themselves and behaviors. Finally, E stands for empathy in which students will understand and respect the feelings of others.

The campus of S-E E/JH is organized according to a house system. Students and faculty are in one of the following houses: House of Courage, House of Givers, House of Dreamers and House of Friendship. Each house is responsible for an event that contributes to campus culture including the Fall Fling, Givers Day, Food Drive, and Friendship day. The houses meet once a month. Other ways S-E E/JH creates a community and culture of celebration and inclusion include recognizing students on their birthdays, A and A/B honor roll celebrations every six weeks, Paw Pride events for students who have earned all As, and college days each Wednesday in which the staff wear a college shirt or jersey. Once a year, students and staff attend a nearby university's women's basketball game. Finally, artwork and other beautification projects have been completed in and around campus to encourage student and community pride.

2. Engaging Families and Community:

S-E E/JH is located in the center of Earth Texas and is essentially the heart of the community. Most faculty and staff members live within walking distance of the campus. Throughout the school year and summer, S-E E/JH seeks and supports strong partnership and engagement with community members. This includes multiple parent nights, a Fall Festival, community involvement at district athletic events, PTO meetings, and family breakfasts on campus.

Parents and caregivers are considered an important part of the S-E E/JH community. Parent input is valued and encouraged through in-person or electronic formats in both English and Spanish. Prior to the beginning of the school year, S-E E/JH hosts a "meet the teacher" event for parents and students. This event allows parents and students the opportunity to meet teachers and staff. The S-E E/JH along with the PTO host family nights throughout the school year to encourage parental involvement and family activities. S-E E/JH fully understands the need and impact it brings when the community and school work together to be the best it can be.

During the school year, educators in first through seventh grade hold small group community time with students to explicitly focus on social-emotional learning and support. As an example, second graders might share a response to the question, "If you could be a tree, what kind of a tree would you be?" While this question might seem trivial, it provides an opportunity for students to think outside of the proverbial academic box, share an answer that cannot be a polarized right or wrong, and share a little bit about themselves with their classmates and teacher.

While the assumption about small, rural schools might be that because the school is in the center of town,

everyone knows everybody, that is actually not the case. It takes purposeful work and commitment to get to know every family and community member in the town. Students might not want to be known or share their stories with their teachers and classmates. S-E E/JH recognizes this and places an effort in facilitating trust and transparency with families and students to ensure that all students feel safe, loved, and accepted in their classrooms. At the heart of every curriculum decision, DDI meeting discussion, and event planning S-E E/JH staff and leadership place the experience of the student first.

3. Creating Professional Culture:

Professional development at S-E E/JH has been a powerful tool to support the school's transformation. Differentiated instruction is offered to faculty as a way to support teacher and administrator capacity. The campus prioritizes grade level and content area planning periods to facilitate on-going communication among educators to ensure timely and effective feedback and planning in response to student progress and/or challenges with the curriculum. Additionally, DDI meeting times provide an additional opportunity for educators to align and discuss student progress and support.

Over the past two years, S-E E/JH teachers and leadership have participated in specific professional developments that support the use of data to inform instruction. Interpreting what weekly student data is telling an educator about student progress towards a summative goal is not an easy task. It is through principles of continuous improvement that S-E E/JH has refined this process. S-E E/JH is currently in year three of conducting DDI meetings in which there are two forms of data: student level data and data about how well the DDI process is working and ways to improve. Teachers are required to give weekly assessments, 3 week and 6 week spiral assessments, and benchmark assessments throughout the school year. After each assessment the teacher analyzes student data and reports their findings to the DDI team which consist of the principal, instructional coach, curriculum director, and teacher. For students who do not show mastery, a plan is reviewed that is developed by the teacher that reteaches the concept(s) for student mastery. With subject and pedagogical experts, specific interventions and accommodations are identified. The next week's assessment data is then used to identify whether the supports were successful and identify best next steps.

Teachers are evaluated regularly through the year by campus leadership through walkthroughs or by using the Texas Teacher Evaluation and Support System (T-TESS) process, to ensure effective teaching, student growth, and to develop a culture of effective feedback and coaching. Teachers are provided with specific planning periods with grade level and/or content area peers. Additionally, the campus has implemented DDI meetings, with a focus on math and reading assessments and data.

Teachers are encouraged to attend professional development opportunities throughout the school year and during the summer break. Teachers attend weekly PLC sessions designed to meet their professional needs.

4. School Leadership:

From 2017-2019, S-E E/JH campus experienced three consecutive years of unsatisfactory state assessment scores. During this period the campus had three different principals, and also experienced the loss of several key teachers. Through a series of public and campus meetings, criteria for the next principal was established and student and staff needs were determined. The community and staff hoped for an experienced leader with a proven track record in elevating student achievement scores. In addition, they also hoped for a leader experienced in creating and promoting a positive campus culture and climate. The district was successful in recruiting a principal candidate that previously was effective in elevating student achievement scores and one that also had previous success in improving campus culture and climate.

The turnover in principals had caused an erosion of trust and a loss of relationships. Trust and relationships are key and necessary tenets of working in a small district like Springlake-Earth ISD. Without trust and relationship building, teachers, students, and parents would not buy into the changes necessary to transform the campus. The new principal's first priority was to earn the trust of the faculty, students, and community. This was accomplished by listening to all stakeholders and attending meetings with key staff members to understand the context of the work that needed to be done on the campus. He used this feedback in

conjunction with his expertise to identify the necessary changes to support student success in academic assessments. This was a slow, gradual process that included team building, and off-site visits to other school districts. Changes included adding a curriculum director, the addition of an instructional specialist, establishing partnerships with the Region 17 service center, technical assistance support, and other school improvement specialists. After these changes were implemented, the principal established a system for using data to understand curriculum and instructional deficiencies. The next transformation was aligning campus practices and procedures to the highly successful ACE model. Next, teachers were trained in the DDI model. DDI informed teacher decisions and ensured that everyone on campus was utilizing uniform and authenticated data and information. The principal, curriculum director, and instructional specialist next implemented weekly PLCs meetings, DDI meetings, and one-on-one teacher meetings to support the work and changes in the classroom. In addition, campus leadership meet collectively to ensure that instructional practices are aligned to classroom and campus goals.

5. Culturally Responsive Teaching and Learning:

Most faculty and staff at S-E E/JH live in the community and have a deep and historical knowledge of the campus and community. Because of this and the somewhat isolated nature of the district, most people know each other. However, S-E E/JH recognizes that simply being in the community does not necessitate culturally responsive teaching, S-E E/JH works to support key tenets of culturally responsive teaching both inside and outside the classroom. These practices include establishing inclusion through incorporating multiple perspectives in classroom instruction. As an example, for students new to S-E E/JH, they might be partnered with a "buddy" in their classroom. Rather than being brought into the spotlight of answering a question directly, they have the opportunity to discuss one-on-one with a partner and their partner can share their pairs response. Additionally, during small group time that explicitly focuses on social emotional learning, students are encouraged to share something about their life outside of the classroom.

Teachers also work to establish meaning by drawing connections with the students real-world inside the classroom. For example, in math class, this might look like using an example from agriculture rather than a ski-slope to describe how pythagorean theorem can be used in problem solving. For students learning English, instructors use sheltered instruction techniques, including presenting new concepts using student vocabulary to guide instruction.

Differentiated instruction through learning stations is another way instruction supports culturally responsive practices. These opportunities occur in the classroom as well as during pride period. S-E E/JH also incorporates time for students to complete homework during the school day. This provides opportunities for peer-teaching as well as one on one instruction from teachers for students to receive the support they need. All communication with parents and the community is both in English and Spanish to ensure parents and caregivers have access to information and conduits for asking questions and gathering information. During the COVID-19 Pandemic, SLEISD recognized that there was a decrease in parent engagement to electronic communication. As a result, the district made the decision to print communication and deliver, sometimes by hand, to families to ensure the community members were up to date on the constantly shifting information regarding remote and in-person schooling. This ultimately resulted in the district printing and hand delivering curriculum to students and families as the district recognized access to consistent wi-fi was not an option for most families.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Five years ago, S-E E/JH recognized the need to ensure attainment of academic success. After receiving an 'F' accountability from the state of Texas, campus leadership began a deep dive into reviewing data and identifying the necessary changes to support student success. With the support of SAF funding, a new school model, and a new principal, the campus culture shifted from isolation to collaboration. Teachers have time during and after the school day to collaborate with their grade level and/or content peers. Specifically structured data review meetings are now the norm at S-E E/JH. Because of the small size of the district and classrooms, these meetings often focus on the specific needs of one individual student. The teachers at S-E E/JH clearly are committed to the use of data to inform instruction as a result of these meetings.

Creating a culture that is driven by data was a shift for the campus; however, the emphasis on the goal of supporting students academic success while supporting teacher capacity to do so was a non-negotiable. An action plan with selected professional development was sourced and implemented. This included training in the areas of data analysis, differentiated instruction, project-based learning, and specific instructional practices to support reaching comprehension for students learning English. The campus and district administration worked diligently to promote a culture of support and encouraged collaboration. Although these DDI meetings have taken a few years to refine through the process of continuous improvement, the staff truly credits the structure and commitment to improving academic success as the reason for closing the achievement gaps resulting in the schools overall success.

While data driven instruction is the one practice most instrumental to the school's success, the campus also recognizes that social-emotional learning is an important component of academic success. S-E E/JH has implemented a House System, in order to focus on building positive relationships between students and staff. S-E E/JH does not view the campus' success as a rebound from an 'F' rating, but rather as a start to a continued upward trajectory of success. Using data to close student achievement gaps is the start of the journey. S-E E/JH wants to see and support all students and succeed on state accountability metrics as well as thriving in their daily life. It is through the use of data and a deep commitment to trust and overall campus responsibility to supporting student success they plan to continue this journey.