

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

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

School Mailing Address PO Box 637
(If address is P.O. Box, also include street address.)

City Wink State TX Zip Code+4 (9 digits total) 79789-0637

County Texas (TX)

Telephone (432) 527-3880 Fax (432) 527-3505

Web site/URL https://www.wlisd.net E-mail scarman@wlisd.net

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Scotty Carman E-mail scarman@wlisd.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wink-Loving Independent School District Tel. (432) 527-3880

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. Brad White
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	9	10	19
K	13	18	31
1	17	20	37
2	15	16	31
3	11	13	24
4	12	11	23
5	17	14	31
6	17	12	29
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	111	114	225

*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
 - 0.5 % Black or African American
 - 44.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 53.8 % White
 - 1.4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 9%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2020	237
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Spanish

English Language Learners (ELL) in the school: 5 %
11 Total number ELL

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 94

8. Students receiving special education services with an IEP or 504: 14 %
31 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
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.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 14:1

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	97%	99%	94%	95%	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

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 mission of the campus is to prepare students to deal with the present and the future in three areas. Students need to have a fundamental knowledge of academic skills, to use critical thinking skills, and to have the skills to be productive, responsible citizens who exhibit pride in our American Heritage. In achieving these objectives, the faculty and staff are accountable for providing quality and equitable instruction. We feel that these objectives will prepare our students for a lifetime of learning.

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

<https://4.files.edl.io/5a0d/08/14/20/125921-3b55ffc0-bad5-4de7-9235-e188b497b41a.docx>

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

Wink Elementary is a small rural school located in the heart of the West Texas oil fields. The town of Wink is located 55 miles west of Odessa, Texas, which is the closest urban area. Like many West Texas inhabitants, the citizens of Wink must travel long distances sometimes for basic needs. Wink Elementary also serves Loving County, which is the least populated county in the lower 48 states. Students from the town of Mentone, located in Loving County, are bussed to school from more than 40 miles away. The town of Wink is comprised of roughly 1000 permanent residents. There is a rich history of school pride and most everyone in the community is heavily involved with the school events. Even citizens that do not have children still in school are very supportive of the students and school community. Parents and community members fill the seats and stands for band concerts, Christmas programs, sporting events or any other event that is offered for the public. The parents of Wink students are blue collar and teach their children the value of work ethic, which readily transfers to classroom learning expectations. The expectations of the parents and the community is that their kids treat others with respect. Because of these expectations, discipline issues do not hinder the learning process. There is a great amount of generational pride that envelops this school environment. The students are very involved in 4-H, and many of them show steers, pigs, goats and rabbits. Others participate in cooking, sewing and photography competitions also offered through 4-H. Although there are no school sponsored sporting events, the community does an excellent job with providing athletic opportunities for the students.

Students and their academic success is the number one priority at Wink Elementary. Because of a small enrollment, class sizes are often under 15 students per class. This allows more one on one teacher time and a greater amount of differentiated instruction. The core of the educational process at Wink Elementary is to develop and implement an educational plan for each student. This allows students to learn the curriculum in the style that best suits their needs. It also ensures that every students' academic needs are being met, based on individual data. Struggling students as well as advanced students are expected to and, shown how to, grow academically. This expectation is paired with parent communication. Parents are notified frequently of student progress and are asked to help at home with concerns. The parents readily embrace the challenges and are a large part of the success at Wink Elementary.

The Wildcat Pride program has been put in place to reward students in all aspects of student life. The Wildcat Pride program rewards students each semester who meet the criteria. Those criteria include grades, accelerated reader points and good character. Students earn Wildcat Bucks for displaying kindness to their classmates. This has developed into a school culture. This program helps students understand the value of friendship, loyalty, kindness and respect. Wink Elementary sets high expectations for student academics and student behavior. Students always rise to meet the expectations demanded of them. The parents have done an outstanding job raising great young men and women. With the community support, expectations are easier to achieve, and there is no limit to what may be accomplished.

COVID-19 has had a large negative impact on the educational process throughout the nation. Once again, because of the class sizes at Wink Elementary, the teachers are able to maintain an open line of communication with students. Because of COVID, Wink-Loving ISD purchased devices for every student PK-6th grade. Teachers are able to have class even when students are not able to attend school. Very little learning time is lost. Even though instruction is not the same as face to face, teachers are able to have online meetings and give feedback to students that are forced to stay at home due to COVID protocols. Learning, although sometimes limited, does not stop. This has solidified the idea that the most important part of the educational process is the effectiveness of the teacher. Teachers at Wink Elementary continue to do an outstanding job of ensuring students are receiving a quality education regardless of the circumstances. During the pandemic Wink students have not only managed to maintain, but have shown growth in academics. The social aspect has been tough on students. When students do have to quarantine, but are able to talk with their classmates, it allows for a sense of normalcy in a very unusual situation.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The educational philosophy at Wink Elementary revolves around the practice of growing every child. With small class sizes teachers are able to spend more time in one on one or small group scenarios. This practice has helped with ensuring that every child is growing academically. Each student's progress, using summative and formative assessments is tracked frequently for growth on a campus-wide spread sheet. Both formative and summative assessments are designed to be at or above the rigor of the State of Texas Assessments of Academic Readiness (STAAR). Summative assessments are given twice per six weeks. This data is analyzed during weekly common planning to drive future instruction.

Every grade K-6 is served by two teachers. One teaches math and science and the other teaches English Language Arts and social studies. This structure allows teachers to have fewer areas of focus and also allows teachers to engage students with well-developed lessons. This is an unusual structure for most elementary schools. This structure also benefits the school when new to the profession teachers are hired, because there is less of a learning curve. It allows new teachers to focus on fewer academic skills and has proven to be valuable when working for academic growth.

All lessons, in core subject areas, are designed to include a daily time for differentiation. This often takes on many forms. Some students are paired in groups based on an identified problematic Texas Essential Knowledge and Skills (TEK) cluster. Other students are in small group at the teacher table. Every student gets daily differentiated instruction with the teacher. This allows growth for students who need intervention and those that need acceleration. This driving force of every student every day has allowed for huge gains to be made. The goal is to not just prepare students for the STAAR test, but also prepare them for future learning endeavors.

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

Starting in pre-kindergarten (pre-K) the curriculum is heavily focused on phonics. Students are expected to recognize letters in random order as well as sounds associated with those letters. Many pre-K students at the end of the year can read many sight words as well as decode some unfamiliar words. All Wink residents are allowed to attend pre-K. This is a luxury, but certainly gives students an advantage when moving into kindergarten. In kindergarten there is a leveled literacy system in place. Students are expected to be reading a level "D" book by the end of the year. At the end of the first semester, the expectation is 80% of students have entered into an "A". Even though students of this age learn new skills in different time frames, each student's strengths and weaknesses are identified early. This leveled literacy system is carried throughout sixth grade.

This approach to teaching reading has shown to be very effective. Every child's reading deficits are identified early and addressed in the classroom with the teacher as well as through reading intervention. Knowing and teaching students at their instructional level allows gains to be made more rapidly and students are never left behind. The classroom instructional time allotted is 90 minutes. This time allows for whole group instruction, small group instruction and daily formative assessment.

Students that are not yet into chapter books, are assessed weekly for fluency and comprehension. If they are meeting 95% accuracy in both categories they advance to a new instructional level. Instructional levels may vary from independent level. The instructional level is usually one to two levels higher than independent level. At the independent level students should be able to read without frustration or manage complex decoding problems. At the instructional level, students will encounter words or blends not previously encountered, but this happens in a small group setting with the teacher. This small group time is 20 minutes per day per group. Because of small class sizes, teachers are able to see all groups daily. Students are able to

learn at their level with their peers. This process allows teachers to identify reading difficulties early and enhances dyslexia and response to intervention (RTI) protocols.

When students start chapter books, usually in the middle of second grade, they begin to keep reading journals. These journals help students learn the more abstract concepts in reading, such as, theme, main idea, author's purpose and inferences. These skills are then paired with summative assessments on their group novel or a short passage. These skills comprise a large percentage of the STAAR test and it's important to start teaching these skills early.

When students are in an asynchronous learning situation, many times they are able to join their classmates in an online platform. This ensures that students are still receiving instruction and are not missing out on important group discussions. Through the course of COVID, there has been a loss of learning, but not on a grand scale. The teachers, parents and students have made a commitment to provide and take advantage of every possible scenario that will help the learning process continue.

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

The approach to mathematics has some similarities to the reading approach, but some significant differences too. Because of the way the TEKS are arranged, there is more of a scaffolding approach. One skill usually prepares students for the next set of skills. Once again, parts of the curriculum are very differentiated. Each class starts with students working on math facts and fluency, but every student may be working on a different skill. For example, some third graders may be working on multiplication facts of sixes, others are working on threes and others may be working on addition or subtraction fluency. Once the students master a skill, this bell-ringer work will change. It may change several times in a week depending on the speed and accuracy with which students learn a new skill. This allows advanced students to keep advancing and struggling students the opportunity to catch up to grade level curriculum. This practice also acts as a daily formative assessment and allows the teacher to plan instruction accordingly. There is only one math teacher per grade. This means every student is receiving the same instruction and growth can be monitored.

The class structure relies heavily on modeling with manipulatives during whole group instruction. This process gives students tools to use to determine steps for problem solving. It makes the math concrete. Many of the lessons are small group oriented. The groups are a heterogenous mixture of ability. This allows peer teaching and learning. While this small group time is occurring, the teacher is pulling homogenous groups to the teacher table to work on skills that are lacking. Each group may be working on a different skill. This is a necessity to accelerate some students and provide intervention with others.

There are two types of assessment data compared during planning time. The first is fluency. This is measured through the bell ringers and an online program that provides a monthly diagnostic for each student. This diagnostic, once again, allows students to test on the facts that they know and progressively adds new facts as the test continues. The second type of assessment is the unit summative assessment. This measures knowledge of the unit's TEKS as well as problem solving ability. In tested grades, these tests mirror the STAAR test in rigor and wording. This summative assessment data is compared with the formative assessment data. This allows teachers to see if there is a problem with fact fluency or problem solving abilities. New groups for teacher table and small group will be made from this data.

For students who must enter into an online learning platform, many of these practices can be done at home. Students can continue on their path of facts and fluency and not lose ground in this area. Most of the practices were in place prior to COVID but were not used in this manner. Having a one to one device for every student has certainly helped with continuing academic growth.

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

Science classes are paired with math classes. In the upper elementary grades, 3rd - 6th, the math curriculum will often overlap the science curriculum. Wink Elementary has a science lab that each grade is scheduled to attend once per week. This lab time is paired with the unit instruction during the week. This allows teachers to make new vocabulary tangible. The science vocabulary is heavy in Latin and Greek roots starting in

kindergarten. The focus in science is to teach students this specialized vocabulary. The vocabulary builds upon itself from grade to grade. If students do not have a good base of understanding, the science curriculum in 4th, 5th and 6th grade is overwhelming.

Along with labs students have the ability to do virtual labs through an online platform. Many of these virtual labs allow students to see and interact with scientific processes, such as, the water cycle, life cycle, weather and land formations. These labs are accompanied with assessments or quizzes the teachers may evaluate for understanding.

Summative assessments are given at the end of each unit and formative vocabulary assessments are given multiple times throughout the unit. Cumulative fall and spring benchmarks are given starting in third grade. Because of the STAAR test, fifth grade is given a released test in October and again in March. From this compared data, teachers are able to find areas that need to be spiraled into future lessons before the STAAR test in May. Grade levels that do not take state exams, examine data from unit assessments as well as benchmarks. Many of the vocabulary terms are repeated from grade to grade, but others are new to the curriculum. Before each unit teachers examine, which terms are new and which are previously learned. Unit introduction begins with reviewing previously learned material before introducing new concepts.

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

Social Studies instruction is paired instruction. There are 45 minutes daily designated for social studies instruction. This works well with the heavy reading-based curriculum of social studies. As with science, many of the terms are specialized and the goal is to make these terms have meaningful value. The Texas Essential Knowledge and Skills (TEKS), vary by grade. In the lower elementary, pre-K-2nd grade, teachers allow students to explore jobs in the community and local government. During Fire Prevention Week, the local volunteer fire department gives presentations to the students on fire safety and the role of firefighters in the community. The mayor of Wink also visits classes to teach students about local government. These community members that are willing to visit with the students allow students to see civics in action.

In the upper elementary, 3rd-6th grades, the approach is more traditional. There is a greater focus on a specific area of social studies or time in history. The fifth grade classes have a living wax museum at the end of every school year. The community is invited and students dress like a character in history and will recite facts about their character. This has become a large community event, and it helps students with research, presentation and speaking skills in the process.

Assessments to check for understanding are unit based. There are typically two summative checkpoints prior to the summative unit exam. The social studies content contains a valuable knowledge base that students need for a well-rounded academic experience. This content being paired with reading allows for students to experience informational text written at appropriate grade level.

The expectation, at Wink Elementary and the community of Wink, is that students have pride in their school, community and country. In order to preserve that pride, the students are taught the importance of local, state, and national government leaders.

1f. For secondary schools:

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

Wink Elementary hosts a four-year old pre-K program. It is an all day program and is open to all residents of Wink-Loving Independent School District (ISD) attendance zone. The school board has made a commitment to allow all students to attend regardless of eligibility criteria. This allowance has made it possible for a majority of students to be more prepared for kindergarten.

The curriculum followed is a state adopted curriculum. The English Language Arts curriculum is focused on
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letter and phonetic knowledge. The goal is for all students to leave pre-K knowing all letters and the sounds they represent. Many students exceed these expectations and are able to identify some sight words or even decode some small words independently. The math curriculum focuses on the identification of numbers and value. Students are able to recognize numbers and value in order or out of order. They can identify which is more and which is less based on concrete representations of value. This early base has proved to be extremely valuable moving into kindergarten. Students who attend pre-K are months ahead academically of their peers that did not attend pre-K. Students who attend pre-K will usually start reading in October. The students who did not attend may not begin to read until after the first of the calendar year.

2. Other Curriculum Areas:

The non-core curriculum areas are very important in educational development. Students at Wink Elementary benefit greatly from a strong art/music curriculum and physical education program. Students in pre-K-3 attend music and art for thirty minutes every other day. This allows for 120 minutes of art and 120 minutes of music every two weeks. Fourth grade students attend art or music for 45 minute every other day.

The art class is often times an extension of the regular classroom. Younger students may paint shapes they are learning in math or draw scenes for science or social studies. Students also get to learn art history and common art vocabulary. The students' art decorates hallways and classrooms. The art classes post monthly art shows online through the district's social media sites.

The music class also supports core learning. This may look several different ways. Younger students may keep time with percussion sticks while counting. Students learn songs associated with important dates or events. Prior to COVID restrictions, Wink Elementary would host two music concerts, a Christmas concert and Texas Public School's Week concert. These concerts are open to the public and most of the community would be in attendance.

Fifth and sixth grade students attend band for 45 minutes daily. Students start in fifth grade playing instruments. This has helped build a strong high school band program. Marching band starts for eighth grade students at Wink. This early introduction to instruments and reading music enhances the overall educational process as well as individual student experiences.

All students pre-K-3, attend physical education 30 minutes per day and is staffed with two full time teachers. The curriculum involves gross motor skills, fine motor skills, health and wellness as well as socialization and character development. Fourth through sixth grade students attend physical education class 45 minutes daily. Students in these upper grades are separated by male and female. Each gender has their own teacher. Sport specific skills are developed in the upper grades. Students also have 30 minutes of recess daily for free play and exercise. This socialization and free time is instrumental to the development of the whole child. Students learn conflict resolution and sportsmanship during this time.

Although there is not a separate class dedicated to technology or library, all students have tablets and instruction is integrated into the core classes. Students are allowed to visit the library as needed. There is a full time librarian that teaches students library etiquette and hosts reading times for students throughout the week. Because of the reading awards program, the library is well utilized. Many student will accrue over 1000 reading points throughout the course of the year.

3. Academic Supports

3a. Students performing below grade level:

The first step in servicing students below grade level is identification. At the beginning of every year, students reading and comprehensive math fluency is assessed. Students that are significantly below grade level in either category are placed in early intervention. Because of how classes are structured, monitoring these students and their growth is done frequently through differentiated instruction. Students that are performing below grade level but are also showing growth stay in a monitored situation. If students do not show growth in the first weeks of school, they are then placed into response to intervention. Students

that are in Tier I of the RTI process may receive some classroom accommodations to help them show success. A large part of the RTI process, in the early stages, is helping students gain confidence in their ability. Many times a little success will produce more independence and confidence. Students that are still not growing after the first semester may be placed in Tier II of the RTI process. This may include more specialized modifications as well as some in class support. If these supports are allowing the student to show growth, the process is continued until it is no longer required. If the student is still struggling he or she will be referred to the diagnostician for testing of learning disability. The identified process allows all teachers to know and follow the procedures for helping students. The classroom is a varied mixture of ability. The approach at Wink Elementary is to provide an education to all students. Eventually students will perform at the best of their ability, but it takes time and a plan to develop each student. The small population allows teachers to devote time to all levels of learners, but it is especially important to help those in most need.

3b. Students performing above grade level:

Because of the small population of Gifted and Talented (GT) students, there is not justification to have a dedicated staff member for these students. There is a GT coordinator on campus and each teacher is GT certified and attends summer professional development that addresses this student population. Parents, teachers and students are given the opportunity to nominate children for the testing process. Students are given a standardized test to determine partial eligibility. The GT committee reviews applications and test scores to determine acceptance.

Summer professional development includes an emphasis on project-based learning and academic enhancement through the use of technology. Many of the teachers are able to give the GT students projects that coincide with unit objectives. Many times the focus is on science or social studies. Some students create videos or photo timelines using their supplied device. This more in-depth approach to curriculum has allowed students time for independent exploration and learning. Allowing teachers to learn and practice these methods has equipped the staff to further enhance student self-learning.

Students that are accepted are serviced in the regular educational setting, but with some enhanced activities. These students are often attend tutorials to help enhance their level of understanding and also receive specialized one on one instruction. The philosophy of an individualized education remains the same for all students. It is important to help this population reach their full potential. The use of peer groups and individualized instruction time allows these students to explore interests outside of the normal curriculum.

3c. Special education:

Wink Elementary is staffed with two full-time special education teachers. One teacher and two aides service the self contained class and one teacher and three aides service the general education classes. Wink Elementary also has a speech pathologist on staff that provides speech therapy and diagnosis speech impairments.

Special education students, that are in the general education classrooms, have inclusion support. Instead of pulling students out, aides or the special education teacher stays in the classroom. This allows students to receive Individualized Education Plan (IEP) support. The aides are a continuation of classroom instruction. This allows the students to learn at a slower pace or with oral accommodations. Classroom teachers include these students in tutorial times as well. These tutorials are based on skill deficit not on ability. Special education students do receive in-class support, but the expectations for them are the same for them as the rest of the student body. They are expected to grow and are held to high standards. These expectations, with support, have allowed the special education population to show tremendous growth. These students are expected to take the STAAR test, therefore they are required to know and comprehend grade level reading and math. With some testing modifications, special education students do not show a significant gap in learning from their general-ed peers.

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

Wink Elementary has a small population of English Language Learners. The only language represented is Spanish. In the early years, pre-K and kindergarten, students learn the written language at the same time as their peers. Other than some prior alphabet knowledge, which many ELL students do not have, the ELL population is capable of acquiring phonetic knowledge at the same rate as their classmates.

If a child enrolls in the later grades, phonetic knowledge is assessed by the reading specialist. This gives core teachers a baseline for their previous knowledge. Once again, based on progress a plan is developed for each child. Sometimes an upper elementary student will be learning the same phonetic and reading curriculum as a kindergarten student. At Wink Elementary the philosophy remains the same. Every child is given the opportunity and guidance towards literacy. This is the key to unlock future educational doors.

Every grade is served by one teacher certified in English as a Second Language (ESL). Teachers often spend one on one time building phonetic and letter knowledge. Each student does have a device that is capable of translating when necessary. Programs have been purchased for language and vocabulary development. Because the ELL students are included at all times with native English speakers, the learning curve for most is a relatively short period of time.

The communication with the parents of this population is of great importance. Each parent of an ELL student will be invited to a conference after initial assessment. The plan for their child is explained. This communication is appreciated and supported from the home. Parents in this scenario can be a great asset and often the child becomes the teacher to the parent. As with all parental relationships, this communication is key to a strong partnership for student growth.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Part of the weekly planning process at Wink Elementary involves designing engaging experiences to enhance the learning experience. Each engaging experience is specifically designed for each class and each unit. This part of the lesson usually occurs at the beginning of a new concept. It gives the students and teachers an anchor point of reference for the following lessons. Teachers understand this does not happen by accident and it must be part of the planning process.

The largest factor that contributes to student engagement is the relationships built between students and staff members. The students and parents recognize that the teachers at Wink Elementary go above and beyond to build positive relationships with all students. These relationships create a positive climate within the building. Students want to do well because they do not want to disappoint the staff who have invested so much time and effort into their education. The staff at Wink Elementary works together to invest meaningful time into every student.

Students are highly motivated by competitions. Twice per year, once in the fall and once in the spring, students have the opportunity to earn a pizza party. When benchmark tests are given in the fall students can earn a pizza party and an extra recess for earning the grade set by the subject's teacher. In the spring those that achieved the grade and those that have shown significant growth are also rewarded. This incentive gives students the motivation to do their best on the benchmark exams. The daily motivation comes in two forms. The first being the relationships the teachers have with their students. The next being community and parent support. Wink is truly unique. The amount of parent support that is offered is unmatched. When students become unmotivated to complete necessary daily tasks, parents are notified and full support is given. Because of this open line of communication between school and home, students know if the effort is not given parents will be notified.

During COVID interruptions, students have been able to meet with their class in an online format. During the times of extended at-home learning. This normalcy certainly has helped with the social emotional well being. Learning is not the same in an online platform, but for the well being of students the staff of Wink Elementary goes above and beyond to keep the learning process in place.

2. Engaging Families and Community:

The staff at Wink Elementary understands the importance of positive community relationships. The teachers start open lines of communication with parents before school starts. Wink Elementary hosts a Meet the Teacher event before school starts every year. This event usually brings parents, grandparents aunts and uncles. Because the school is the center piece of the community, everyone attends. During this event, teachers are able to explain to parents the class structure, conference times, grading procedures and how to access grades online. At this time parents also enroll in the app that will notify a parent of an upcoming tests. This initial meeting allows future conversations to happen more readily. The parents are an asset and are utilized frequently to ensure student production.

There are several events that are open to the community every year. The music and band classes host a Christmas program. The cafeteria hosts a Thanksgiving and a Christmas meal. These meals usually see as many as 500 residents. There are annual "Donuts with Dad" and "Muffins with Mom" events. This allows the staff and students to celebrate the parents with a special event.

The entire economy associated with Wink involves some aspect of oil or gas production. There are several oil companies found within the attendance zone of Wink-Loving ISD. Recently a local energy has gifted Wink Elementary a STEM lab in association with an educational foundation. This lab will be integrated with the new elementary school, which is scheduled to open in August of 2022. This lab will allow students to study robotics, structural design and other engineering related tasks. This is a symbiotic partnership. The students get to explore different educational paths at an early age, and in return an oil company might get

engineers in the future. This partnership continues into middle school and throughout high school. Engineers visit students taking oil and gas production classes to encourage them to continue in the field.

3. Creating Professional Culture:

Wink Elementary only has two teachers per grade. One teaches math and science and one teaches English and social studies. It is not possible to have a common planning period for all teachers of the same subject. Four years ago Wildcat Wednesday was implemented to provide a professional development time for teachers. On Wednesdays students are released at 1:45. At this time students can either go home or there are activities arranged for them at the school. The teacher's aides supervise the students and help them with homework if needed. After 1:45 teachers have a common planning time. During this time teachers plan future lessons with all teachers of the same subject. This allows for vertical alignment. The Texas Essential Knowledge and Skills (TEKS) build upon each other from grade to grade. This time allows teachers to discuss and plan how to address the TEKS. Teachers know how the expectation for the TEKS in the grade below and the grade above. This common planning, even though it's only once per week, has allowed teachers the opportunity to gain ideas from their fellow teachers. This planning time has proven to be effective in the classroom. Since implementation, STAAR scores have improved dramatically. Teachers are now planning instruction based on data from curriculum based assessments and benchmarks. All data is disaggregated and future teaching is based on need.

Wink Elementary also employs a reading specialist and math specialist. These positions are available for teacher support at any time. This may include lesson or test design as well as data support. Teachers have access to coaching when needed. Because of the relationship built with these support personnel, teachers seek advice and critique on a regular basis.

Teachers also accrue 30 hours of professional development during the summer. Some of these hours are done in house with the reading or math specialist, but other professional development may be done at state region centers or other professional learning conferences. The district pays for these conferences as well as all travel expenses. If there is a conference that will help teachers help students, teachers are encouraged to attend. This is a luxury that is not offered at many districts. The philosophy of Wink -Loving ISD is to provide as much support as needed for teachers and students to be successful. There is a realization that teaching is a difficult task and the more support that is offered the better the students will perform.

4. School Leadership:

Wink Elementary is served by one principal. The role encompasses many aspects of the educational process. Sometimes this position looks like a counselor and other times an instructional coach. The main goal is to provide support to teachers in any capacity that is needed. Student discipline is a factor for many schools and teachers. The goal of the principal at Wink Elementary is to alleviate that burden. If students are held accountable for their actions on a consistent basis, classroom management becomes much less time consuming. The principal communicates frequently with parents and explains corrective action plans for students. This usually results in parent support and assistance. Teachers also need an outside eye into student learning. The principal is involved with lunch and recess time of all students. This gives the principal an opportunity to develop personal relationships with students. Many times these conversations become important to the learning environment. If teachers know when events are happening in students' lives, classroom issues make more sense.

The principal is responsible for upholding expectations of the superintendent, school, board and all community stakeholders. Fortunately these expectations are very explicitly stated and the purpose is very clear. Wink students are expected to be the best at any endeavor they try. The principal's job is to communicate and facilitate these expectations into reality.

During COVID, the role became more supportive than authoritative. Teachers and students were entering new territory. Answers for questions that had never been asked before were not easy to find. Teachers needed to know everything would be alright and their students would be alright. Providing an appropriate curriculum was extremely difficult. With support and planning teachers were able to become more

comfortable with at-home or online learning. When things are bad there becomes a greater need for a strong leader. With the support of the superintendent and the board, appropriate plans and lessons were developed and delivered to the students of Wink Elementary.

5. Culturally Responsive Teaching and Learning:

Wink is a very tight-knit community. Many students' parents and grandparents have attended the school as well. Quite honestly the diversity is limited. The demographics include a fairly even split of hispanic and white students, but the cultures are not greatly different. The culture of the community contains some elements of hispanic culture and some elements of white culture, but no elements are exclusive to either demographic. The job of educators is to introduce students to cultures with which they are not yet familiar. Many teachers accomplish this through social studies classes. Wink is located in a remote rural area quite a distance from any urban area with museums or cultural centers. Many students never get to experience a cultural event in person. Teachers understand know this and try to provide as many cultural experiences as possible. Although it's not the same as experiencing it in person, students are read speeches, watch documentaries and even sample food from other cultures.

Respect is never an issue with the students of Wink Elementary. This core value comes from home and is part of the culture regardless of ethnicity. This core value is expected to continue within the walls of the school. Students are not taught to devalue someone based on their race and are very accepting of all races and cultures. This acceptance continues in the curriculum.

The community expectations of the school are very clear; make the children act appropriately and treat others with respect, hold students accountable and teach them to excel in school and life. Because of the polarizing nature of current social events, they are not addressed on a mass scale. This isn't the expectation of the community. Parents prefer to have these conversations with their children themselves. This is an expectation that is not written, but clearly understood. Parents have the freedom to introduce as little or as much information as they like about current social movements.

The staff at Wink Elementary is 18% hispanic and 82% white. Most staff members are long-term West Texas residents and are familiar with community culture and expectations. The staff at Wink- Elementary are dedicated to upholding community values and expectations. This community and school partnership allows for a great environment for student learning.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

After the 2018 STAAR results, Wink Elementary was identified as an improvement required campus. The greatest need identified, prior to this, was basic reading skills. Less than 50% of students at this time were reading at or above grade level. In the summer of 2017, the district purchased a leveled literacy library. This is a great luxury, but the knowledge of how to implement this system was nonexistent. After much research, a consultant was contracted to mentor teachers and admin on implementation of a leveled literacy curriculum. The consultant flew in from Dallas once per month for two days. The biggest focus was teaching the lower elementary teachers how to implement a guided reading system. This starting point was chosen because of greatest need. The upper elementary had STAAR tests in the spring, but the lower elementary had to be addressed to ensure this would not happen again.

At the end of the first year, 2017-2018, 90% of students in K-3rd grade were reading at or above grade level. Because of this success the reading consultant was hired full time. This allowed instructional coaching and student intervention to happen on a daily basis. A leveled literacy system was installed in 4th- 6th grades in the 2018-2019 school year. This led to huge improvements on the 2019 STAAR test. At the end of the 2019 school year 80% of the upper elementary and 94% of the lower elementary were reading at grade level.

This process has continued with fidelity since implementation. Even through the COVID shutdowns, teachers have found ways to level and engage students. Now every student has a writing folder that travels from grade to grade with them. Writing is the synthesis piece of literacy. If good writers are developed, good readers are developed. Even with the shutdown in 2020, STAAR scores improved yet again. The STAAR test was not given this year but the projection based on CBA data and leveled literacy data was showing huge improvements. At the end of the 2020-2021 school year every child's reading level was assessed once again. Over 95% of students in every grade were reading at or above grade level.

It's not a secret that literacy holds the keys to learning. Students that are able to read and comprehend grade level material are able to be independent learners. Once a child possesses the ability to read the door to education is unlocked. These gains in reading also helped students with math, as a large portion of the content involves word problems. The 2021 STAAR test showed that some grades had gained as much as 30% at the masters level. This school-wide literacy project has helped teachers with method and instruction, but the gains that the kids have made in reading has allowed the teachers to accelerate students at a much faster pace.