

U.S. Department of Education
2023 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. Todd Williams
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 351 Lutheran Church Road
(If address is P.O. Box, also include street address.)

City Copperas Cove State TX Zip Code+4 (9 digits total) 76522-7988

County Coryell County

Telephone (254) 518-3000 Fax _____

Web site/URL <https://hce.ccisd.com/> E-mail crawleya@ccisd.com

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Joe Burns E-mail burnsj@ccisd.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Copperas Cove Independent School District Tel. (254) 547-1227

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Joan Manning
(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.

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

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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 10 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, 2022 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 Students
PreK	0
K	73
1	117
2	100
3	106
4	121
5	122
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	639

*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):
- 0.3 % American Indian or Alaska Native
 - 1.3 % Asian
 - 18.6 % Black or African American
 - 30.2 % Hispanic or Latino
 - 1.6 % Native Hawaiian or Other Pacific Islander
 - 35.8 % White
 - 12.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 15%

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, 2021 until the end of the 2021-2022 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	58
(3) Total of all transferred students [sum of rows (1) and (2)]	94
(4) Total number of students in the school as of October 1, 2021	639
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

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

Spanish, Hebrew, Kosraean, Korean, Urdu, German

English Language Learners (ELL) in the school: 6 %

36 Total number ELL

7. Students eligible for free/reduced-priced meals: 52 %

Total number students who qualify: 330

8. Students receiving special education services with an IEP: 17 %
Total number of students served 106

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>19</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>33</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>29</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>13</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 13 %
Total number of students served: 80

10. Number of years the principal has been in the position at this school: 5

11. 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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	20
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	94%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

At House Creek Elementary we will unlock the full potential of every student by having high expectations for student growth. We will utilize engaging and rigorous lessons to meet student needs, foster a student-centered culture, and provide an equitable learning environment. We utilize student data to gauge student growth and celebrate success.

17. Provide a URL link to the school's nondiscrimination policy.

https://www.ccisd.com/index.php?pageID=168967_2

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

HCE is not a magnet, charter, or choice school.

PART III – SCHOOL OVERVIEW

House Creek Elementary (HCE) is Copperas Cove ISD's (CCISD) newest elementary school built in 2011. House Creek is a kindergarten-5 (K-5) public education campus, serving over 630 students, with a behavior support classroom, and two self-contained classrooms. HCE neighbors Fort Hood, the largest active-duty post in the United States. Fort Hood has been an essential component of the community, with House Creek having the honor of educating students whose parents are in service to the country. For the 2022 school year, HCE received an "A" with an overall rating at 94%, a 91% in student achievement, a 91% in school progress, and 100% in closing the achievement gaps. The school earned distinction designations in the areas of reading, mathematics, science, closing the gaps, and postsecondary readiness.

Nearly 45% of the student population is military-connected. Being in the military poses distinct challenges, such as extended deployments and frequent relocations for parents. As a result, the student population at House Creek is highly transient, often shifting during the year, and with a greater number departing at the end of the year. The award-winning Elementary Student 2 Student members play a vital role in the transition process for incoming military students, providing tours and introductions to the building and staff; thereby, making students feel at home from their earliest days at House Creek.

HCE's leadership team is highly dynamic and driven to succeed. The leadership team is comprised of their motivational principal, two assistant principals skilled in innovative decision making, a highly awarded counselor who is an expert in student support, and an accomplished instructional coach who supports curriculum and instruction. Additionally, the campus is home to a Parent Community Outreach Coordinator (PCOC) who ensures parents are involved daily at the highest levels of engagement. At House Creek there is also a Military Family Life Counselor who assists military students and parents with accessing resources.

Over the years, one of House Creek's goals has been to improve teacher and student morale, thus affecting campus culture. The leadership team is diligent in celebrating student and teacher successes on campus and encouraging staff and students to celebrate with one another. Students are awarded for leadership in the areas of responsibility, respect, fairness, compassion, honesty, and citizenship. HCE recognizes student progress with the use of a Positive Office Referral program, presenting over 1000 positive referrals this year alone. The campus leadership team recognizes teachers and support staff who exemplify the high standards found in the House Creek vision and mission statement. House Creek maintains a focus on continual improvement and growth, outperforming 91% of campuses who are demographically similar with 88% of students showing growth year over year. To ensure a united effort towards their objective of student success, House Creek uses the motto "One team, one dream." This belief begins with the campus leadership team and is adopted at all levels of the organization, including staff, students, families, and the community.

HCE's teaching staff has embraced the professional learning community (PLC) process to collaborate and align best teaching practices to ensure all students are performing at their highest level. PLCs are comprised of examining student data, having discussions centered around high yield impact strategies, and continued professional development. Data conversations include analyzing student and teacher work, sharing instructional successes, identifying instructional needs for support, and determining next steps. To grow teaching staff, high performing teachers model best instructional practices and are asked to provide professional development to their team or content area. This helps align the instruction so all of House Creek's students are exposed to high levels of teaching. As a result, HCE has achieved a 90% passing rate in all subjects on the State of Texas Academic Assessment of Readiness (STAAR) test.

Student success is the number one priority of HCE. The team takes a whole child approach to learning and growth, recognizing the need to support students' basic needs to develop into a life-long learner. By implementing restorative discipline practices, an environment has been created where teacher-student and student-student relationships are strengthened. Based on survey results from a Social-Emotional Learning (SEL) platform, 89% of students in grades 3-5 responded favorably to having a trusted adult on campus. Nurturing classroom environments are built with students in mind and instruction is thoughtfully planned with student success at the forefront. The leadership team and teachers work closely to monitor and adjust instruction as needed. HCE is currently the first and only campus in their district to earn the Common Sense

School badge, awarded by Common Sense Media, which is a symbol of the school's dedication and commitment to helping students think critically and use technology responsibly. Staff can be heard referring to students as "OUR" students, meaning all staff respond when needed to help ensure the safety and security of all.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The Reading Language Arts (RLA) curriculum at HCE is based on a research-based and data-supported approach aligned with the Science of Reading. Texas Essential Knowledge and Skills (TEKS)-based instruction is paced using a rigorous scope and sequence developed by the district curriculum department. The campus dedicates a minimum of 120 minutes to RLA instruction throughout all grade levels. Instruction from K-5 is vertically aligned and supports the English Language Proficiency Standards (ELPS) for Emerging Bilingual (EB) students, while also differentiating and meeting the needs of other special populations, including students receiving special education, gifted education, and dyslexia services. All students in K-5 receive daily instruction in phonemic awareness to ensure students can appropriately hear and manipulate the sounds of the English language. These students also receive comprehensive and systematic instruction in phonics and word study daily to provide them with the tools needed to successfully decode grade-level texts. Several RLA routines are used throughout the lesson cycle to support vocabulary development, reading fluency, comprehension, and written expression. Routines include shared reading, shared writing, partner reading, interactive read-alouds, and complex text applications in which students independently read and discuss various engaging texts in small groups with scaffolded teacher support.

A wide variety of research-based instructional strategies are woven throughout RLA instruction to support the varied linguistic and cognitive needs of the school's diverse learners. This is achieved through explicit and purposeful teacher modeling, teacher think-alouds, dynamic student groupings, guided student discussions, scaffolded small group instruction, and carefully planned, gradual release of responsibility within a lesson cycle. One-to-one student technology allows teachers to leverage multimedia and educational software to support deeper student understanding of RLA concepts, accurately assess student reading and writing skills, and provide students with real-time feedback on their progress.

Comprehensive assessment data is used to guide RLA instruction and intervention services. Data is collected from a variety of sources, including state and district assessments, nationally normed achievement measures, campus-created unit tests covering specific content and skills, phonological awareness and phonics screeners, oral reading fluency assessments, and writing samples. Teachers, educational specialists, and the administrative team work together to evaluate the collected data to ensure students are making optimal reading progress for their grade-level and age. Students struggling to master literacy skills and concepts are identified and plans are carefully developed to address learning gaps via individualized small group instruction, curriculum and lesson adjustments in the classroom, school-family partnerships, instructional accommodations (text-to-speech, extra time, content language supports, graphic organizers, etc.), and/or referral to educational specialists for additional disability testing. Conversely, students who consistently perform above grade level expectations are provided with educational supports designed to meet their unique academic needs, including differentiated classroom work and reading material, participation in challenging project-based learning programs, invitations to specialized academic clubs, and/or referral to the gifted education program.

HCE has implemented new curriculum to address current research regarding early literacy development. Recent gains in student achievement can be attributed to teacher and paraprofessional training and fidelity of instruction to these new curricular resources to develop highly skilled reading teachers.

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

Students in K-5 receive research based, systematic mathematics instruction daily. House Creek is vertically aligned with the TEKS. In addition to hands-on instructional materials, HCE also utilizes various digital platforms to obtain and deliver math content. By using technology, teachers at HCE provide immediate formative feedback to students. With this immediate feedback, the staff at HCE can adapt and adjust daily instruction.

Math curriculum used by HCE is revised annually to continuously challenge and support all students through rigor and spiraling of the math content. This allows students to learn new concepts while remaining fluent in previously taught skills. Second through fifth-grade classrooms at HCE use a 36-week spiral resource aligned with state standards. This resource ensures horizontal alignment of the curriculum for all students. The spiral approach ensures math concepts are introduced and revisited throughout the year, allowing students to build upon their knowledge and deepen their understanding of the material. Math instruction at HCE begins with foundational skills taught through a warm-up activity, review of previously learned concepts, or practice of math facts. In grades K-5, students follow the same daily procedures which include problem solving, TEKS based concept lessons, spiraled skills, and fact fluency. By following this structured routine in grades K-5, students are set up for success and are already prepared for the types of routines expected in all math classes at HCE.

The Gradual Release of Responsibility Model is embedded within HCE's math curriculum to further aid students in their learning process. This instructional model moves students towards independence and away from teacher-centered instruction. By gradually releasing responsibility, students become more confident in their abilities and can apply their knowledge to new situations. This allows students to receive direct instruction of new skills, modeled think-alouds, guided practice, and peer collaboration, leading to the mastery of skills via independent work. Through rigorous questioning, teachers prompt students to think logically about concepts and develop a deeper understanding of the material. This whole group discussion ensures every student receives equitable instruction and a productive classroom community. Students apply these foundational skills by justifying and explaining their thinking while solving higher-order, multi-step math problems. Students rely on a math rich environment consisting of reference anchor charts, academic vocabulary, and a variety of hands-on tools and manipulatives. By establishing a culture of respect and understanding from the beginning of the year, students feel comfortable participating in meaningful discourse, maintaining a curiosity about math.

Teachers utilize the Concrete Representational Abstract instructional approach that promotes a positive math learning experience for their students. This approach moves students from concrete models to pictorial representations and finally helps them transition to abstract thinking. Through the use of math manipulatives, students are able to construct their own cognitive models for abstract mathematical ideas, demonstrating a full understanding of the concept before moving to paper and print materials. Students build confidence in their math skills, deepen their understanding of the material, and remain engaged in the learning process throughout. This approach helps students experience success and prepares them for future careers.

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

House Creek's science curriculum is designed to enhance student learning by going beyond textbooks and encouraging students to explore scientific concepts through inquiry, investigation, and assessment. The curriculum incorporates a cross-curricular approach leading to rich and rigorous learning experiences, connecting science with other content areas. The science curriculum includes digital resources, supplemental print materials, and hands-on exploration kits driving engagement and academic growth. The online supplemental resources consist of digital lessons, videos, online labs, grade level readers, and assessments. The use of these resources allows teachers to easily differentiate learning opportunities for students and integrate real world concepts into daily instruction. On any given day in science at HCE, students can be seen generating their own questions, collecting their own evidence, and constructing their own hypotheses and explanations.

At HCE, hands on labs are implemented with each new skill. Science labs are equipped with state-of-the art tools and materials for student use. These labs provide opportunities for hands-on investigation and observation for each unit of study. Teachers monitor student progress to gauge the level of learning and adjust where needed for optimal goal attainment. Science notebooks are used for vocabulary, note-taking, lab results, and reflective summaries, allowing students to communicate their understanding of science concepts and receive feedback from their teachers. Through these experiences, students are encouraged to inquire about topics beyond the scope of the curriculum, understand the importance of science in everyday

life, and develop skills such as critical thinking, creativity, innovation, collaboration, and communication.

At HCE, science is prioritized, and students are held to a high standard. Science teachers across all grade levels convene to explore diverse online resources and vertically align content. Science is used to support reading and writing instruction by building student's background knowledge and understanding of scientific concepts.

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

The social studies curriculum is aligned with the TEKS, with an emphasis on citizen roles and civic responsibility. The curriculum is designed to support hands-on learning, student-centered activities, and strategies that engage students in interactive discussions connecting real-world events to the curriculum. Students have access to differentiated digital resources and material presented in a weekly periodical are used to emphasize reading comprehension, writing, and social studies skills.

Throughout the academic year, students engage in role playing, research papers, class discussions and assessments for continued learning and growth. Considering the background knowledge military families bring to HCE, students establish connections by participating in activities that relate to their personal experiences, as well as customs and traditions, providing real world connections. Supplemental videos embedded within the resources are shown to visually enhance lessons and deepen student comprehension.

In addition, lessons are integrated with RLA skills to strengthen students' understanding of social studies concepts and skills. During assessments, students are encouraged to express their learning through writing, providing them an opportunity to practice writing skills while demonstrating their comprehension beyond traditional assessments. They are presented with questions that require them to provide textual evidence for their answers, resulting in high levels of engagement with the text.

Students also "show what they know" through visual, oral, and written forms, including research projects that challenge them to dig deeper and guide their own learning. To educate their peers about historical figures and important holidays, students are encouraged to design posters and signs for display around the school. Additionally, they are provided opportunities to develop slideshow presentations for group learning during class.

Students learn what it means to be a good citizen and to participate responsibly through campus-wide community involvement activities such as Veteran's Day assembly, Career Week, Red Ribbon week, Start with Hello, Unity Day, and various other annual activities.

1e. For schools that serve grades 7-12:

HCE does not serve students in grades 7-12.

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

HCE does not offer preschool.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All HCE students engage in weekly music classes that promote foundational knowledge of music. The course follows TEKS designed to promote creativity, music literacy, and critical thinking as students sing, move, and play instruments. HCE students in grades K – 1 are introduced to rhythm instruments as they begin their musical journey. Students in grades 2 – 5 learn how to read music and play instruments, including the ukulele. Students in grades 4 and 5 also have the opportunity to join an after-school choir that performs on campus and throughout the community. All students engage with both traditional and

contemporary compositions to broaden their musical proficiency.

In addition to music and choir, after-school opportunities are available for students interested in learning about and creating visual arts. An art club is offered to groups of students once a week, encouraging exploration of multiple artistic genres and media. Student work is displayed for staff and families near the conclusion of the school year. A drama club is also offered for students interested in the performing arts. Students have one drama performance in conjunction with the visual arts display. Both programs are offered by Communities in Schools (CIS) and aim to increase student self-esteem, promoting positive peer interactions and relationships.

2b. Physical education/health/nutrition

House Creek's Physical Education (P.E.) program provides a comprehensive and engaging experience for all students, fostering lifelong skills related to physical health. HCE uses a variety of TEKS-based methods to enhance learning including stretching, cardio exercise, and various fitness and sports-related skills. Students receive 135 minutes of P.E. each week, enabling them to develop physical fitness, teamwork, and problem-solving skills.

In addition to promoting physical health, the P.E. program also incorporates academic vocabulary and math concepts to support core subjects. The curriculum also includes character trait and health lessons to develop students' character and mental well-being. The ultimate objective is to help students understand physical fitness is not solely for playing sports but also for maintaining excellent mental and physical health.

HCE's P.E. program employs an annual physical fitness assessment to gather data and evaluate its effectiveness. Teachers adjust the lessons each year to increase the strength and conditioning of HCE students. The campus facilitates fitness-related activities for each grade level at the local park. Additionally, HCE participates in the district's annual track meet and hosts a cup stacking tournament for 3rd-5th grade students. Finally, the school year culminates with Field Day, allowing each grade level to showcase the skills acquired during the Fall and Spring semesters.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The HCE library media program is developed to nurture a culture of literacy and inquiry throughout the school community. This is supported by utilizing a curriculum aligned with the TEKS, consisting of a variety of resources, multiple databases, engaging programs, and literacy promotion.

Digital citizenship is an ongoing expectation due to the continuous technological growth which keeps the campus up to date as we lead into the 21st Century. The campus has become the first Common Sense campus in this district by supplying technological aid to parents and students regularly so that technology is used safely and responsibly to create a daily balance. The Common Sense Media program helps parents and students to identify reliable and unreliable technological resources as they are used daily in their home and school activities.

The library works daily with all students in grades K-5 to promote strong reading skills through print books, eBooks, audiobooks, and online databases. HCE library also focuses on a year-round extended reading choice by partnering with the public library with its print and digital resources. HCE also takes part in district reading initiatives that ensure that we involve the whole community to include businesses, allowing for a transparent view of the library's importance to all stakeholders.

2e. Any other interesting or innovative curriculum programs you would like to share

HCE students in grades K-5 participate daily in Power Hour, a program designed to extend and support student learning to fill in necessary educational gaps. K-2 students receive one hour a day of reading acceleration, and 3-5 students spend two hours a week focusing on both math and reading acceleration. Additionally, 5th grade students receive one hour a week of science acceleration, while 3rd and 4th grade students focus on either math or reading for an extra hour based on individual student performance.

Classroom teachers work alongside interventionists and paraprofessionals to provide data driven and TEKS-aligned instruction, producing the highest levels of learning. Classroom teachers and interventionists track student progress daily and use this data to inform instruction. The campus master schedule is designed so all students are able to participate in Power Hour. Students are grouped based on data collected over the course of the school year; groups are fluid and allow for change based on student progress. Students who attend Power Hour but continue to need extra support are also invited to join after-school tutorials. Teachers and administrators meet frequently to review progress and adjust groups to ensure students are receiving the correct prescriptive intervention that will best meet their individual needs.

3. Academic Supports

3a. Students performing below grade level:

The primary aim of HCE is to deliver exceptional teaching, with the ultimate goal of enabling every student to grow into capable, productive individuals who make valuable contributions in college, career, military, and/or other innovative fields. This is achieved through a comprehensive intervention program that identifies individual students' strengths and weaknesses, using multiple data points to monitor progress.

HCE teachers regularly monitor and adjust student intervention and individual education plans based on data. Support structures include interventions, after-school tutoring, technology-based interventions, family involvement activities, and at-home support, allowing parents to actively participate in their child's education.

HCE professionals take a proactive approach to identifying and addressing each student's needs by reviewing both qualitative and quantitative data measures to determine the most effective interventions. HCE utilizes a variety of data sources including state assessments, local assessments, benchmarks, universal screeners, portfolios, subpopulation performance as compared to all students, and anecdotal data. This data drives the development of individualized plans to target each student's needs. Response to Intervention (RtI) meetings are held every six weeks to monitor progress.

House Creek is committed to providing research-based reading and math interventions, tailored to each learner's needs. These strategies encompass a range of skills, including phonological awareness, phonics, fluency, comprehension, vocabulary, language structures, verbal reasoning, background knowledge, decoding, problem-solving, conceptual understanding, basic facts, and critical thinking.

Overall, HCE is committed to providing comprehensive academic support to all students with a focus on closing the gaps. HCE's only subpopulation experiencing a greater than 10% achievement gap is the special education group; however, even the Special Education subpopulation met the state target for closing the achievement gap. By utilizing multiple data sources, providing explicit and systematic instruction, and holding regular meetings to discuss student data, teachers and interventionists work together as a cohesive unit ensuring each student receives the support needed to achieve success.

3b. Students performing above grade level:

In order to meet the unique needs of above-grade level students, HCE provides multiple opportunities to enhance learning and support continued growth. Teachers differentiate instruction by providing more challenging assignments, offering opportunities for independent or advanced study, and incorporating more complex questioning and material into classroom lessons. Enrichment activities are provided to engage above-grade level students to support a deeper understanding of the subject matter. This may include advanced reading or research projects that allow students to explore topics in greater depth. HCE provides

opportunities for above-grade level students to advance their learning through grade acceleration exams. Teachers encourage above-grade level students to pursue their interests and explore topics outside of the classroom by recommending resources, connecting them with mentors, or supporting them in completing independent passion projects. Teachers challenge above-grade level students to take on new and more complex assignments, providing guidance and feedback on their work.

HCE utilizes IQ and achievement tests, as well as teacher and parent input to identify students for the Gifted and Talented (GT) program. Teachers and parents provide valuable insight into a student's strengths and abilities and recommend students for GT testing. These recommendations are discussed during regular RtI meetings, allowing for identification to occur throughout the year.

GT projects are used to enhance learning, requiring students to engage in complex problem-solving, critical thinking, and creativity. Lemonade Day is a prime example of one of the many learning extension opportunities students participate in at HCE. Lemonade Day encourages students to foster entrepreneurial skills, autonomy, and self-direction. GT projects typically empower students to choose their own topics and develop their own ideas from their passions. This gives students a greater sense of ownership over their learning and helps them develop skills related to self-direction, goal setting, and innovation.

3c. Students with disabilities:

Special Education provides services for students in grades K-5 who qualify for additional support through inclusion, resource, behavior support or life skills classes. By developing an individualized education plan that aligns with the high expectations held for their success and state standards, students' needs are prioritized. Each student can access the curriculum through their unique differentiated accommodations and their progress is monitored weekly. General and special education teachers work closely to meet the needs of each student. All parents of special education students receive a progress report based on their goals each six weeks.

Resource students have a specialized curriculum that targets their learning needs. The small group setting is designed to build students' performance and confidence by scaffolding instruction to their individual performance level. The master schedule is carefully formulated to ensure resource students receive all tier 1 instruction in their general education classes. Inclusion students receive this support in their general education classroom through push-in support throughout the day.

Behavior support is designed to benefit students that require more one-on-one attention to learn self-regulation and vital social skills. This classroom gives students a safe place for self-regulation exercises, when necessary, participate in social skills lessons and take breaks when over-stimulated.

Life skills classes serve students with low incidence disabilities, such as autism or intellectual disabilities, who access the general education curriculum through prerequisite skills. These students utilize specialized curriculum in an environment that empowers them to be successful. Targeted digital instruction allows students to work independently. When appropriate, students have inclusion services to support academic learning alongside nondisabled peers. Life Skills students attend lunch, fine arts, physical education and field trips with inclusion support in the general education environment to the maximum extent possible. Social skills are taught daily, and students receive immediate feedback, accommodations, and prompting to aid positive, pro-social interactions with the teacher and peers.

3d. English Language Learners:

HCE has implemented a comprehensive approach to support EB's. This student-centered approach integrates both the Texas English Language Proficiency Standards and TEKS standards, which serve as the foundation for learning experiences across all core curricular areas.

HCE implements a student-centered approach to meeting the unique needs of the EB population. This includes regular meetings of the Language Proficiency Acquisition Committee (LPAC) and RtI meetings each grading period which allows for collaboration on how to increase student success. The LPAC

committee members review and monitor the progress of EB students, make recommendations for instructional adjustments, accommodations, and support services as needed. The RtI meetings provide a forum for administrators, teachers, and interventionists to share data, evaluate the effectiveness of accommodations, and adjust individualized instruction. Together, these committees ensure the needs of each EB student are met.

HCE provides an hour of intervention daily to EB students, using individualized folders as a resource for each student to use in school and at home. These folders contain the student's Texas English Language Proficiency Assessment System (TELPAS) proficiency levels, reading progress charts, anchor charts, and comprehension questions for parents to use at home. Students graph and monitor their TELPAS scores, reading progress, and develop personal goals to improve their proficiency. The comprehensive EB program ensures students are placed with highly qualified English as a Second Language (ESL) certified teachers who implement the Sheltered Instruction Observation Protocol framework, contributing to a learning environment that supports integrated language and content instruction.

Overall, HCE has a proven approach to supporting the EB population. Through collaboration, individualized support, and a focus on language and content integration, the school is working to ensure that EB students have the tools and resources they need to succeed academically and develop their English language proficiency.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At House Creek Elementary, programs are carefully selected to encourage positive interactions between teachers and students and facilitate healthy relationship skills among peers. Not only are SEL lessons implemented to address the school's needs, but students and staff participate in specialized programs throughout the year to encourage positive behavior and celebrate the diversity of the student population. The year begins with a celebration of acceptance and friendship, utilizing Start with Hello and practicing ways to reach out and include others. The theme of inclusion and unity continues throughout the first semester with October's Paint the School Orange campaign and Unity Day, focused on eliminating acts of bullying on campus. This is further encouraged throughout the year with the celebration of Random Acts of Kindness and incorporation of Restorative Circles in each classroom.

Each morning, students and staff join together in reciting the House Creek vision: "In the House, we will be respectful, be responsible, be kind, be safe, and be our best!" This supports the Positive Behavior Interventions and Supports (PBIS) approach that HCE utilizes to encourage a positive school culture. The staff at HCE emphasize and model this vision and expected behaviors in the classroom and throughout the campus. Students are consistently rewarded for positive behaviors using PBIS activities, positive office referrals, weekly character trait spotlights posted to social media, and incentive field trips. The counselor and staff work together with students that need extra support on behavior expectations by providing interventions, guidance lessons, and lunch bunch groups to reteach expectations and encourage productive behaviors.

Student health and well-being is vitally important to the staff at HCE and opportunities to celebrate the whole child are encouraged by the administration team. HCE builds an environment of celebration that lasts throughout the school year. Students participate in dress up days nearly each month, recognizing gratitude, holiday spirit, kindness, anti-bullying, academics, and career exploration, to name a few. Students participate in Red Ribbon Week to learn about drug awareness and make a commitment to abstain from unhealthy practices. To ease the anxieties of transitioning to junior high, the school counselor assists the 5th grade students with scheduling and takes students on a tour of the junior high school at the end of the year. Career Day is celebrated each year to help students learn about different career options and plan for their future. After all, the students at HCE are the future!

2. Engaging Families and Community:

The PCOC has established a strong partnership with families and community through effective communication and active involvement on campus. Working closely with the PCOC, the Parent Advisory Council meets to discuss ways for parents to be more involved. To keep families informed, HCE sends important messages and updates through a digital education platform, social media, and paper flyers and newsletters. Teachers send weekly updates to parents through the student management system and hold parent/teacher conferences regularly. The counselor sends home a monthly newsletter that includes tips and tricks for parents on prominent issues affecting students and families.

HCE maintains an open-door policy and offers families an opportunity to celebrate with their students regularly throughout the year. Annual Thanksgiving and grandparent luncheons bring in hundreds of visitors each year. The beginning of each school year starts with a Kindergarten Round Up, allowing students and families to acquaint themselves with the school campus and staff. Meet the Teacher, Open House, and Curriculum Nights are all in place to strengthen the partnership between school and family. Other activities include the Fall Festival, Book Fairs, Multi-Cultural Night, and Parent/Child activities. Many of these activities are planned by the CIS representative at HCE.

Parents complete satisfaction surveys and are invited to attend trainings to learn how to navigate the systems utilized by the school district to enhance communication between school and home. At-Home Support Resources are also available for check-out that offer social-emotional learning and instructional assistance

for students and families. The parents at HCE also attend Family Engagement Statewide conferences and volunteer and have been trained to aid the nurse with vision and hearing screenings. Other district organizations also support the students at HCE, including the High School early teaching program and National Honor Society, as well as many of the sports teams that build leadership and responsibility skills in the younger students.

One of the important community partners with HCE is the military Adopt-A-Unit from Fort Hood United States Army Base. Soldiers attend numerous events at HCE, including the Veteran's Day parade, Red Ribbon Week drug-free walk, career day, holiday Angel Tree, field day, and reading to students. The Texas State Guard also provided toys for families in need during the holidays and students supported our local families through the annual Food for Families food drive. This year, HCE was awarded for donating the most food in the district to the local food bank.

3. Creating Professional Culture:

Sustaining effective staff requires expressing appreciation for the work they do. The staff at HCE works tirelessly to teach and train students to become successful learners. Connection is key among staff and Restorative Circles are used to check-in and assess morale. A critical aspect of creating a positive culture is supporting staff in a variety of ways. Staff potlucks, a snack cart, and compliment cards are ways HCE extends gratitude and builds team spirit among staff members, as well as celebrations for specific positions throughout the school year. During Teacher Appreciation week, the PTA supplies teachers with small gifts and tokens of appreciation, including a staff luncheon. At the end of the year, the administration team presents teachers and staff with certificates specific to the contributions each person provides to HCE.

Team leader and staff meetings are held consistently throughout the school year to keep information up-to-date and allow for celebrations to occur. Paraprofessional of the Month and Teacher of the Month are announced and recognized for their contribution to a successful learning environment for students and staff.

The PLC system at HCE closely connects teachers with the expertise of the instructional coach to enhance the learning of students and provide the necessary support needed for continuous improvement in all areas of learning. Collaboration between team members is essential to a positive working environment. Content areas meet weekly to plan, monitor and adjust instruction with student data at the forefront. For teachers to experience the learning as their students do and plan for challenges that might arise, the instructional coach models and coteaches any difficult components of the learning process during weekly planning sessions.

The administration team at HCE recognizes the need for continuous guidance and specialized learning opportunities for teachers and staff. Teacher workdays are intentionally designed to support these needs by offering specific, content related training from district leaders and exceptional staff members. This approach provides teachers the opportunity to collaborate with others and benefit from the wealth of experience and knowledge that exists among faculty and staff. At HCE, it is vitally important to encourage professional growth among all staff members, including paraprofessionals and office staff. Opportunities for district supported advancements have been proven to encourage this growth, as many of these staff members have opted to pursue higher education and become part of the teaching profession.

4. School Leadership:

House Creek epitomizes the "one team, one dream" philosophy and has a highly collaborative and shared leadership approach, enabling the school to meet the needs of its diverse student population. HCE's administrative team consists of a principal, two assistant principals, a counselor, and an instructional coach who are focused on developing the strengths of their staff and students.

The administration team participates in district instructional rounds, campus calibration walks, and provides teachers the opportunity to participate in learning walks to ensure alignment across subject and grade levels. Once alignment criteria are determined, high expectations are set for the campus. When teachers, staff, or students have difficulty meeting the expectations set forth, the administrative team works together to find an innovative solution to encourage continued growth and development. Areas of need are determined during

admin meetings using student data and walk through observations. Once identified, needs are then targeted using an observation and feedback cycle. The purpose of this cycle is not to evaluate teachers but to develop and build capacity within them by providing effective feedback with a narrowed focus.

HCE holds monthly staff meetings as well as monthly team leader meetings. These meetings serve as a platform for communication to review upcoming events, program updates, and celebrate successes. Staff meetings provide an opportunity for staff to collaborate with their administration team which allows teachers to have a voice in campus decisions. In addition to monthly staff meetings, staff are sent a weekly bulletin which highlights current and upcoming events, ensuring that the campus is well informed.

Much of House Creek's success is due to the belief that “they are all our students”, which empowers teams to plan, review data, and collaborate to meet the needs of students. Grade-level, intervention, and special education teams are supported through planning, PLCs, and coaching cycles. As needs vary amongst grade levels, admin team walk throughs, observations, and student data provide information that drive the topics and professional development goals for PLCs. Once goals are established and teams have collaborated in PLCs, the admin team monitors classroom implementation.

HCE holds a commitment to continuous improvement with the goal of providing a well-rounded program of curriculum and instruction where all students are challenged and have opportunities to meet the state’s academic standards. Campus needs assessments are performed at the culmination of each school year to provide all stakeholders the opportunity to determine what steps to take next in the improvement process.

5. Culturally Responsive Teaching and Learning:

HCE believes that the hallmark of school culture is creating a sense of family, where each child’s perspective is heard, respected, and voiced in a safe environment. Teachers incorporate classroom circles in which students are given time to share their personal experiences with peers and the teacher. This helps build a strong classroom community and increases students’ feelings of connectedness while at school. High expectations are set for all students, and HCE teachers do not believe cultural differences are barriers to learning and achievement. House Creek recognizes each student is unique, and should therefore feel valued and empowered by those who teach them.

In fact, diversity and inclusivity are celebrated daily at HCE. The staff recognize the importance of providing culturally responsive instruction to students, thereby connecting them to their families’ cultures, languages, backgrounds, and life experiences in ways that acknowledge their individuality. HCE believes infusing cultural and social happenings in the curriculum, helps students feel more connected at school. By taking an intentionally inclusive approach to teaching and learning, the school embraces each students’ individuality and strengths, instilling pride in their backgrounds, while also assessing barriers that may prevent them from reaching their potential. HCE’s teaching practices help the diverse student body to see themselves and their communities as belonging to the HCE family, increasing student engagement and success. House Creek integrates diversity and cultural awareness into classrooms with multicultural literature and curricula. By allowing students to see themselves represented in the texts and encouraging students to share personal experiences and knowledge acquired through their families, HCE students enrich the discussions and instruction.

To realize its vision, HCE prioritizes a core belief that all students are inherently good, and teachers have a duty to support them in their growth and development. School leadership demonstrates a commitment to school-wide culture by giving it space in professional development sessions, modeling proactive relationship-building with students and families, providing culturally responsive guidance lessons, and supporting each teacher in a culturally sensitive manner.

At House Creek, the belief is held that diversity is a strength, and the school continues to work towards promoting an environment that is respectful of all cultures to make learning relevant and deepen the connections for students, families, and staff through multi-cultural and multi-lingual activities. The school’s ongoing effort to sustain cultural diversity and inclusivity is representative of the remarkable community we serve.

PART VI - STRATEGY FOR EXCELLENCE

House Creek's strategy for success is refining the components of the Response to Intervention (RTI) model. From data meetings to the resources teachers use to intervene, HCE works hard to continuously improve these processes to ensure that every student has the ability to make growth. HCE's goal is to provide early and ongoing interventions that are tailored to meet the individual needs of students, resulting in improvement of academic and behavioral outcomes. The campus master schedule has a one-hour intervention block, called "Power Hour", that allows staff to focus on remediation and acceleration.

In order for this to occur, processes have been put in place to track student data and identify the specific needs of students. One of the most important elements is ensuring that all students receive high-quality, evidence-based instruction and support during Tier 1 instruction in the classroom. This requires ongoing professional development for educators and a commitment to implementing research-based practices. Grade level teams meet weekly with the campus instructional coach to plan and align tier 1 instruction. This includes strategies such as differentiation, small group instruction, and ongoing progress monitoring to identify students who may be struggling or need acceleration.

In addition to weekly planning, teams meet every six weeks with administration, interventionists, instructional coach, and counselor to identify students that are struggling with tier 1 content and will need additional support. Students who receive specialized instruction such as English learners, special education, dyslexia, or behavioral support are prioritized for remediation during this time to maintain an uninterrupted tier 1 instruction schedule. Once those students are identified and grouped, the team focuses on students who are struggling in tier 1 instruction. These students are then assigned to work with an interventionist for tier 2 or tier 3 instruction, depending on the needs of the student. Student data is tracked throughout the six weeks to show either growth or a need for additional remediation.

Power Hour is intended to be fluid, with students moving through tiers as needed. This flexibility allows teams to prioritize the highest needs, ensuring that no student falls too far behind. House Creek firmly maintains the belief that, given the right opportunities, every student can learn and grow. This belief is the foundation on which the RtI process at HCE is built, which requires ongoing progress monitoring and data analysis to determine what is working and what needs to be adjusted.