# U.S. Department of Education
## 2020 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I    [ ] Charter    [ ] Magnet[ ] Choice

Name of Principal Mrs. Bri?dgette Miller Marques
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.)  (As it should appear in the official records)

Official School Name  State Bridge Crossing Elementary School
(As it should appear in the official records)

School Mailing Address 5530 State Bridge Road
(If address is P.O. Box, also include street address.)

City Johns Creek          State GA          Zip Code+4 (9 digits total) 30022-8151

County Fulton County

Telephone (470) 254-3850          Fax
Web site/URL
https://www.fultonschools.org/statebridgecrossinges    E-mail marquesb@fultonschools.org

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

_____Date_____
(Principal's Signature)

Name of Superintendent* Dr. Mike Looney                E-mail Looneym@fultonschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fulton County School District          Tel. (470) 254-3600

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 Julia Bernath
(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, write N/A in the space.

# 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 2020 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 includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2014 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: 2015, 2016, 2017, 2018, or 2019.

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. 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.

# PART II - DEMOGRAPHIC DATA

**Data should be provided for the most recent school year (2019-2020) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district    <u>59</u> Elementary schools (includes K-8)
   (per district designation):    <u>19</u> Middle/Junior high schools
      <u>18</u> High schools
      <u>0</u> K-12 schools

      <u>96</u> TOTAL

**SCHOOL** (To be completed by all schools)

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)
   [X] Suburban
   [  ] Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

| Grade | # of Males | # of Females | Grade Total |
|-------|-----------|--------------|-------------|
| PreK | 20 | 24 | 44 |
| K | 48 | 42 | 90 |
| 1 | 53 | 44 | 97 |
| 2 | 76 | 57 | 133 |
| 3 | 72 | 54 | 126 |
| 4 | 57 | 58 | 115 |
| 5 | 64 | 58 | 122 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 390 | 337 | 727 |

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

4.  Racial/ethnic composition of     <u>0</u> % American Indian or Alaska Native
    the school (if unknown, estimate): <u>27</u> % Asian
                                          <u>12</u> % Black or African American
                                          <u>7</u> % Hispanic or Latino
                                          <u>0</u> % Native Hawaiian or Other Pacific Islander
                                          <u>48</u> % White
                                          <u>6</u> % Two or more races
                                          **100 % Total**

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

5.  Student turnover, or mobility rate, during the 2018 - 2019 school year: <u>8</u>%

    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 *to* the school after October 1, 2018 until the end of the 2018-2019 school year | 29 |
| (2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year | 30 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 59 |
| (4) Total number of students in the school as of October 1, 2018 | 773 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.08 |
| (6) Amount in row (5) multiplied by 100 | 8 |


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


    English Language Learners (ELL) in the school:     <u>7</u> %

                                                      <u>49</u> Total number ELL

7.  Students eligible for free/reduced-priced meals:     <u>13</u> %

                Total number students who qualify:     <u>93</u>

8.  Students receiving special education services:     9 %

    64 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. It is possible that students may be classified in more than one condition.

| | |
|---|---|
| 7 Autism | 59 Multiple Disabilities |
| 0 Deafness | 0 Orthopedic Impairment |
| 0 Deaf-Blindness | 10 Other Health Impaired |
| 8 Developmental Delay | 11 Specific Learning Disability |
| 2 Emotional Disturbance | 26 Speech or Language Impairment |
| 0 Hearing Impairment | 0 Traumatic Brain Injury |
| 0 Intellectual Disability | 0 Visual Impairment Including Blindness |

9.  Number of years the principal has been in her/his position at this school: 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:

| | Number of Staff |
|---|---|
| Administrators | 2 |
| 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. | 19 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 11 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 16 |

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

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

| Required Information | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|---|---|---|---|---|---|
| Daily student attendance | 96% | 96% | 92% | 91% | 57% |
| 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 2019.

| Post-Secondary Status | |
|---|---|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes ___          No X

If yes, select the year in which your school received the award.

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

Our mission at State Bridge Crossing Elementary is to create lifelong learners and responsible citizens. We celebrate diversity and embrace differences that make us unique.

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

While the school itself is not a charter school, our district is a charter district. Students attend based on attendance zoning. Our flexibilities lie within differentiating instructional approaches based on our achievement levels.

# PART III - SUMMARY

State Bridge Crossing Elementary, home of the Bobcats, sits quietly on a lush, private lot in the thriving city of Johns Creek, Georgia, a suburb of Atlanta. State Bridge Crossing opened its doors in 1996 and has a long history of providing high quality educational experiences for students in Pre-K – fifth grade since the school's inception. Because the school is surrounded by woods, we've taken advantage of creating outdoor classrooms as well as nature trails throughout our campus. These have given our students opportunities to engage in learning experiences about the natural world, outside of the walls of the school.

State Bridge Crossing Elementary serves approximately 735 students, representing over 32 countries. Our population includes 346 female students and 389 male students. Of those students, approximately 48% are White, 27% are Asian, 12% are Black or African American, 7% are Hispanic or Latino, and 6% are two or more races. Our population consists of 9% of students who receive special education services, 13% free or reduced lunch, and 7% English as a second language. Our school not only takes great pride in our focus on academic excellence but also our commitment to celebrating our students' cultural diversity.  One of our most popular and beloved community events is International Night. This event is one that truly represents the inclusiveness of our school. This event not only provides our students and family members with the opportunity to dress in their native attire, but also to showcase food and art from their native country. The energy and pride during this event are palpable. Each year this exciting event grows exponentially.

At State Bridge Crossing Elementary (SBCE) our motto is "Whatever it Takes." We live out that motto by fostering a positive, safe learning environment with relevant learning experiences for our students. SBCE employs a multitude of key strategies that have encouraged and challenged our students to develop their full potential: academically, emotionally, physically, socially, and culturally. Our recent alignment of instructional practices has focused on schoolwide adoption of the mini-lesson and gradual release frameworks. While seemingly simplistic, adopting these frameworks across grade levels has provided students with the consistency they need to move from one grade level to another with an understanding of instructional expectations. Following this shift in practice, the administration team has noticed an increase in academic success and proficiency.

Another key to the success at State Bridge Crossing is the creation of our unique master schedule that allows for students to engage in 45-50 minutes of remediation and enrichment time without impeding on the core curriculum instructional minutes. Our Remediation Enrichment and Learning block (REAL time) is designed to be a flexible grouping block whereby teachers use data to determine which students need to be retaught a skill and which students need to have their learning enriched with more rigorous experiences. The implementation of REAL time has significantly increased our focus on the individual needs of our students which is evident as we continue to close our achievement gap.

Because we are dedicated to the service of all students and their individual needs, SBCE offers an abundance of supportive instructional programs. SBCE provides opportunities for students who struggle with basic reading concepts to engage in small group instruction through our Early Intervention Program (EIP). For our students who speak English as a second language, they are also afforded small group instructional opportunities through our English Language Learners program. Students who have been identified as gifted are served through our Talented and Gifted Program, a weekly pull-out program. Students who have demonstrated a need for additional reading and math support are invited to attend our Extended Learning after-school program. Students who have been identified as needing support with basic sight words or basic math skills are invited to engage in our program that is uniquely ours, Bobcat Brainiacs, which takes place before school. It is our goal to ensure we touch all students to meet their individual needs whether for remediation or enrichment.

At SBCE, we are also committed to serving the whole child by offering a mentoring program, a check-in/check-out system for our students who need support as it relates to behavior; we have also created a multi-sensory space for students to utilize with an adult when needed.

Finally, our ever-growing clubs and teams support our Bobcats in pursuing their passions and aspiring

towards their interests. The clubs, after-school programs, and extracurricular opportunities we offer for our students include: Science Olympiad, Robotics Club, Lego League, Helen Ruffin Reading Bowl, Chess Club, KidzKeys Piano and Guitar Club, Johns Creek Art Club, Spanish Club, Debate Club, Soccer and Running Club, Drama Clubs, Technology Fair, Science Fair, Talent Show, and our student-led morning show – Bobcat News Network.

# 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

State Bridge Crossing Elementary (SBCE) operates under the philosophy that all students have unlimited potential to grow. Our motto of doing "Whatever it Takes" undergirds this growth. A strong core curriculum, coupled with adherence to research-based best instructional practices and precise data analysis cycles, allow us to intentionally plan and personalize each student's learning pathway. SBCE follows the Georgia Standards of Excellence (GSE) as the foundation for our core curriculum. Within Fulton County Schools (FCS), a standards mastery framework further focuses the GSE into prioritized and supporting standards, allowing teachers to target those enduring academic standards, which cross over multiple subject areas and grade levels. This framework also ensures a guaranteed and viable curriculum across classrooms.

Critical, common instructional approaches guide the implementation and differentiation of the curriculum at SBCE. The critical approaches are: a) balanced assessment, b) gradual release model, and c) teacher-facilitated minilessons.

Balanced assessment allows for monitoring of student progress towards mastery. Teachers use a combination of diagnostic, summative, and formative assessment to plan for instruction. Accordingly, instruction includes whole group, small group, and individual approaches to teaching and learning that are informed by student data and learning goals.

SBCE also utilizes the gradual release of responsibility framework to scaffold learning. This instructional model embraces joint responsibility for learning, shifting the cognitive load from teacher to student over time. Instruction at SBCE is firmly rooted in the progression of this framework from teacher modeling to guided instruction to collaborative learning and on to independent practice.

Mini lessons are fundamental to this framework and set up instruction in reading, writing, and math with connections to previous learning and explicit teaching points. Teachers directly demonstrate and model steps of a concept/strategy for students, rather than simply tell them. Students are then actively engaged in the lesson experience, as the teacher provides them with opportunities for practice of the concept, coupled with informal assessment. A closing link conveys the relevance of the new concept for students' growing toolbox of strategies.

**1b.** Reading/English language arts

Reading and English language arts are taught through the balanced literacy framework. The scaffolded format of this framework blends our focus on release of responsibility with the domains of literacy outlined in the GSE. Helping students see the connections between lessons is crucial, as the GSE for reading and writing spiral through genres and text-types.

Mini lessons power the initial whole group instruction in reading workshop. Diagnostic and formative assessment data are used to personalize the instruction that ensues. The Fountas & Pinnell Benchmark Assessment System allows us to pinpoint students' instructional reading levels. In conjunction with diagnostic data, formative assessments, and anecdotal observations, guided reading and/or strategy groups are formed. These flexible small groups allow teachers to differentiate instruction of standards and strategies. This data also allows teachers to personalize the activities students engage in when not in small group. These tasks are heavily application-based and include a combination of independent reading, partner reading, and word work. Students also engage with computer adaptive technology such as iRead and iReady.

Read aloud and shared reading experiences expose students to higher level text and provide opportunities for further modeling through teacher think-alouds. An explicit and systematic approach is used to teach

foundational reading standards through a combination of visual, auditory, and tactile strategies. In Pre-K through second grade, the foundational reading focus is on phonemic awareness and phonics. First and second grade teachers have completed Fulton County's Phonics Pathway, a professional learning intensive covering early literacy development and instruction. Pre-K and kindergarten teachers will complete this professional development next school year. Instructional efficacy and student growth are monitored with the Informal Decoding Inventory. Grades 3-5 emphasize word study through analysis of word parts, structure, and relationships. The Units of Study for Teaching Reading is used in Grades K-2. In the upper grades, book clubs foster engagement and conversation about increasingly complex texts.

Outside of differentiated small groups, intervention is primarily provided in EIP Reading by a teacher certified in Reading Recovery. At SBCE, EIP Reading students receive this academic support during REAL Time, a 45-minute remediation and enrichment block. Additionally, students in this program receive tiered interventions as part of the Response to Intervention framework.

A similarly balanced approach is given to the GSE for writing. Mini lessons use a combination of guided/shared writing experiences and mentor texts to explore the craft moves and conventions employed by authors across the narrative, informational, and opinion genres of writing. Strategy groups and conferencing allow teachers to grow students from where they are both developmentally and within the writing process. Writing instruction is bolstered by Write Score and district interim assessment data. The Units of Study for Teaching Writing is used as a resource for instruction in Grades K-5. In Grades 3-5, additional mini units focus on writing in response to literature. Science and social studies are heavily integrated into literacy instruction. Content area texts are utilized in both mini lessons and small group instruction. Additionally, research and writing tasks often connect to topics of study from science, social studies, and health.

**1c.** Mathematics

Mathematics instruction also follows a workshop model. Concepts and skills are taught through a daily mini lesson with an emphasis on teacher demonstration and shared inquiry. Math instruction is further scaffolded with manipulatives and visual aids to take a concrete, hands-on approach to concepts before moving into more abstract or algorithm-based strategies. Flexible grouping is used to remediate and extend math concepts based on informal assessment data. Students are engaged in application-based tasks when not in a small group. These activities include independent practice, group games, and journaling. The integration of technology provides opportunities for personalizing students' learning experience while also serving as additional data sources by which to monitor learning.

The GSE outline the math curriculum across a series of domains: Counting and Cardinality, Operations and Algebraic Thinking, Numbers and Operations in Base Ten, Numbers and Operations – Fractions, Measurement and Data, and Geometry. Additionally, the GSE incorporate the Standards for Mathematical Practice across these domains to support flexible and fluent approaches to mathematical thinking and problem solving. Numeracy and computational fluency are emphasized during math instruction to build mental math capabilities. This is accomplished through number talks and incremental rehearsal of concepts such as number identification and sequencing, place value, and math facts. Math discourse, both oral and written, also supports flexible thinking and problem solving. Students use accountable talk and constructed responses to share and discuss various approaches to a mathematical problem. Fulton County Schools has adopted the McGraw-Hill My Math program to support mathematics learning. These resources are primarily utilized for cooperative learning games, differentiated independent practice, and homework.

Math instruction is informed by a variety of data sources. This includes mini-lesson quick checks, including turn-and-talk conversations and tickets out the door. Common formative and summative assessments are used to guide opportunities for reteaching and enrichment during REAL Time. District interim assessments help provide a big picture of student mastery towards end of grade learning objectives. Math instruction is further differentiated through Fulton County Schools' Continuous Achievement framework, which provides a pathway for students to advance a semester or accelerate a year ahead of their grade level peers. For this reason, math classes are organized by level – on-level, advanced, or accelerated. This approach allows teachers to precisely target their instruction. Flexible remediation and intervention groups are conducted during our REAL Time block or the math workshop with a focus on computation and problem solving.

**1d.** Science

Science instruction at SBCE centers on inquiry and exploration. Hands-on experiences extend direct instruction, allowing students to engage in critical and design thinking related to the concepts outlined in the Earth and Space Science, Physical Science, and Life Science domains of the GSE. The adoption of McGraw-Hill's Inspire Science curriculum deepens this approach. These materials align with the GSE and Next Generation Science Standards which further the connection of cross-cutting concepts between domains and grade levels. Furthermore, they are based on the 5E instructional model which pushes students to engage, explore, explain, elaborate, and evaluate as they move through a cycle of learning about the topic at hand. Students learn that scientists are also researchers and mathematicians as literacy and math standards are woven into science instruction. Multiple assessment opportunities help teachers monitor and adjust instruction. Choice and voice are fundamental to science education at SBCE. Choice boards and open-ended tasks allow for student input around demonstration of their learning.

Students in Grades K-5 participate in SBCE's Science Force program several times throughout the school year. Developed and operated by our Parent Teacher Association (PTA), Science Force provides students with engaging hands-on content enrichment. The Science Force classroom is frequently made over to match the learning experience as the room is transformed into the star-studded depths of the Milky Way or an oceanic laboratory. Grades 3-5 students also visit our STEM Lab as part of their weekly special area rotation. Engineering and innovation are at the heart of the STEM Lab as students participate in project-based learning and student-driven investigations. Cross-curricular and real-world connections are made as students research, analyze data, and illustrate results. A variety of tools and devices support both programs and classroom instruction. These include 3-D printers, robotics and coding kits, science bins aligned to units of instruction, and a wealth of lab materials available for teacher check-out.

**1e**.  Social studies/history/civic learning and engagement

The GSE for social studies are comprised of historical, geographic, government/civic, and economic understandings. Map and globe skills along with information processing skills are also scaffolded across each grade level. These standards are woven together into units of study allowing students to see the connections between these elements. In the primary grades, units of study focus on foundational topics. Kindergarten learning centers on Foundations of America, 1st grade on Our American Heritage, and 2nd grade on Georgia, My State. Units in the intermediate grades span U.S. history with units covering American Indian Cultures through Colonization in 3rd grade, Revolution to Reconstruction in 4th grade, and Industrialization to the Digital Age in 5th grade.

Teachers bring the curriculum to life by integrating primary sources and simulations into instruction. Research and perspective-taking exercises help students see the connections between the roles of reader, writer, and historian. Leveled text sets are used to integrate literacy and social studies standards, as well as to differentiate the content making learning accessible to all students. Teachers use these materials to further illustrate the connection between literacy skills and content area learning with an emphasis on explaining the relationship between events, individuals, and ideas. Continuous assessment and data analysis allow teachers to measure student progress towards mastery.

Beyond daily classroom instruction, civic learning and engagement is promoted through SBCE's Student Council. Candidates in Grades 4 and 5 campaign and give speeches to the student body to promote their candidacy for particular student council offices. All students then vote to elect council officers. Additionally, students can author and submit current events and public service announcements to be featured in a segment of our daily Bobcat News Network production.

**1f.  For secondary schools:**

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

SBCE houses two state-funded Georgia Pre-K classrooms. The Georgia Pre-K program follows the Georgia Early Learning and Development Standards (GELDS). The GELDS are a continuum of concepts, skills, and

behaviors that align with the K-3 standards and look at the whole child across five areas: Physical Development and Motor Skills; Social and Emotional Development; Approaches to Play and Learning; Communication, Language and Literacy; and Cognitive Development and General Knowledge. The GELDS are aligned to the GSE, providing a smooth transition from Pre-K to kindergarten and beyond. Additionally, the GELDS support early intervention and identification of children with special learning needs. The GELDS emphasize cognitive and creative development. Social and interpersonal skills are grown as students engage in learning activities designed to build off their natural curiosity and dispositions toward learning. The Pre-K day includes a morning meeting, literacy and math instructional circles, teacher-led small groups, hands-on stations and centers, music and movement, and phonological awareness activities. Teachers build in social-emotional learning with the Second Step curriculum and Feelings Buddies, derived from Conscious Discipline.

Because most of our Pre-K students continue to kindergarten at SBCE, we further align the curriculum and integrate students into our school community. Our Pre-K and kindergarten teams work closely throughout the school year, especially as we prepare to transition students from one grade level to the next. Kindergarten screening and GKIDS Readiness Check data indicate our Pre-K students are well-prepared for kindergarten across all markers. Additionally, our Pre-K team participates in professional development around district and local initiatives. For example, they are currently completing Fulton County's Phonics Pathway. This professional learning opportunity will allow the extension of this early literacy work from Pre-K through second grade.

**2. Other Curriculum Areas**:

Students acquisition of skills and knowledge in other curriculum areas are grounded in the same scaffolded and differentiated approaches to instruction as the core curriculum and are also aligned to the GSE. All students in kindergarten through fifth grade attend special area classes in a weekly rotation. This includes two days of physical education and one day each of music and art. Grades K-2 alternate between guidance and media for the fifth day of their rotation while students in Grades 3-5 visit the STEM Lab. Students in Grades 3-5 also have monthly classroom guidance lessons.

In the art room, instruction supports all learning styles through a wide variety of instructional techniques. Teacher demonstrations, group lectures, and hands-on exploration provide direct instruction while peer-to-peer discussion, one-on-one conferences, and visual aids scaffold learning. Lessons frequently include art-based literature and real-world connections. Students are equipped with the elements and principles of art to visually communicate and express their voice through the artwork they create. In the art room students develop a sense of ownership through their creations, make connections to cultures and art forms from around the world, and learn that everyone has a unique and valuable perspective.

SBCE's music program builds musical knowledge and skills through a myriad of experiences designed to meet different learning styles. Lesson delivery incorporates modeling and technology and is strengthened with skill practice and repetition. Personalization also exists within the music program. Students have opportunities to create original music and movement. Our annual Music Show-and-Tell Week has become an SBCE tradition, with students having the opportunity to showcase their musical interests or instruments. Additionally, we are one of only two Fulton County elementary schools that offers chorus as a class. Fourth and fifth grade students can select between general music or chorus. Providing chorus during the school day allows more children the opportunity to participate, with nearly 65% of our fourth and fifth grade students participating. Our SBCE Chorus performs four concerts each school year.

Physical education classes promote fitness and wellbeing through a wide variety of activities. Essential skills are built through teacher modeling and multiple opportunities for practice. Personalized learning is fundamental to SBCE's physical education curriculum as students learn at their own pace, choose a skill level to work on, and practice solo or in a group. Students are encouraged to create their own exercises and routines to demonstrate learning and gain buy-in. Teamwork and collaboration are emphasized through group games. Teachers incorporate technology through movement-based apps, a projection system, and visual and auditory cueing systems. The PE classroom is a safe space where students feel comfortable taking risks and making mistakes in order to learn and grow.

Health instruction is led by classroom teachers. Lessons are developmental and aligned to the GSE with a focus on safety, nutrition, hygiene, and social and emotional health. Nutrition is further emphasized by our school nutrition staff who use visual aids and conversation as teaching tools while students are in the cafeteria.

The mission of our SBCE Media Center is to promote a love for reading and provide all patrons with the skills to continue their quest for knowledge through all available media. Students are exposed to a wide variety of literature and text types, learn best practices for research and navigating the internet, and are introduced to a variety of web-based programs. The first two months of the school year are dedicated to digital citizenship as students learn to use technology responsibly through Common Sense Media lessons. The Media Center is a technology hub. Our Bobcat News Network studio, complete with green screen and recording equipment, is available for schoolwide use. The Media Center also houses a Makerspace, which includes an array of materials, from writing utensils and paper to Snap Circuits and littleBits.

SBCE's counseling program supports students' academic growth, social and emotional learning, and college and career awareness. Our school counselor provides direct services through classroom lessons, small groups, and individual sessions. Each service area provides an opportunity to build and support students' coping skills, self-awareness, self-regulation, and problem-solving strategies. For students in the primary grades, the school counselor often utilizes bibliotherapy, helping students grasp topics that are convoluted or developmentally difficult to understand using books or stories. Lesson topics include emotional awareness, communication, stress management, mindfulness, and diversity.

3. **Academic Supports**:

**3a.** Students performing below grade level

Fundamental to our focus on student growth is our use of consistent data-driven instructional cycles. Students participate in universal screening three times each school year, including iReady diagnostics for reading and math and the Fountas & Pinnell Benchmark Assessment System for reading. These assessments provide a picture of student performance in comparison to grade level benchmarks. iReady data also provides nationally normed data to allow us to see how students are performing in comparison to their grade level peers across the country. During Professional Learning Community (PLC) and Kid Talk meetings, this data is triangulated with formative and summative classroom assessments to action plan for individuals and groups of students. REAL Time, our designated remediation and enrichment block, provides a prioritized time and structure to meet student needs. The REAL time schedule is staggered for each grade level, allowing support specialists, such as our ESOL teacher and speech language pathologists, to service students outside of core instructional blocks.

A network of supports is in place for students who perform below grade level benchmarks. Small group instruction in the classroom provides an initial layer of differentiation. Students who demonstrate the need for additional support receive targeted intervention through the Response to Intervention Framework. This framework is bolstered by our Kid Talk framework for student receiving Tier 2 supports, and Student Support Team for students receiving Tier 3 support. Students in EIP receive 45 minutes of supportive reading instruction during REAL Time in addition to their general reading coursework. Accordingly, EIP is a double dip of instruction, allowing students to be exposed to grade level standards while also receiving remediation at their present level. Additionally, for students whose benchmark and classroom data demonstrate the need, extended learning opportunities are available for both reading and math. Bobcat Braniacs and our after-school Extended Learning Program provides students in Grades 3-5 with additional time to work on basic reading and math skills.

**3b.** Students performing above grade level

The learning experience is also personalized for students performing above grade level. SBCE's TAG program provides enrichment for intellectually advanced and exceptionally creative students. It is designed to address the unique learning characteristics, interests, personal needs, and capabilities of gifted children.

SBCE uses a pull-out model where students receive all day instruction one day a week. TAG instruction pulls from the science and social studies GSE to go further in-depth and extend students' knowledge through advanced communication, advanced research, creative problem solving, and higher order critical thinking skills. The TAG program allows students and teachers to develop year after year relationships where teacher, students, and families collaborate to support student learning. This unique opportunity provides students with an environment where they can take risks and challenge themselves in a place where they feel supported and valued.

Students performing above grade level are also identified and accommodated through Fulton County's Continuous Achievement framework. Continuous Achievement provides a pathway for each child to progress in language arts and math at his/her optimum pace. Screening and placement testing help identify students who demonstrate mastery of grade level standards and potential for advancement in the current grade level or acceleration above grade level. For example, a 3rd grade student who is excelling in math according to summative assessments, cumulative grades, and universal screening data at the end of the fall semester is found to be a strong candidate for advancement. If she demonstrates a high level of mastery on the math placement assessment, which functions like a pre-test of content for the following semester, she will qualify to advance in math, skipping over second semester 3rd grade content and moving forward with 4th grade math instruction. Continuous Achievement thus allows SBCE to further differentiate by adjusting the content and pacing for each student.

**3c.** Special education

Individual needs are at the heart of SBCE's special education services. Significant time is spent reviewing data from multiple sources, including psychoeducational reports, classroom observations, teacher input, and assessment results. This data is used to develop an Individualized Education Program for instruction and support that is tailored to each student's specific strengths and areas for growth. Once a plan is enacted, data continues to be collected and reviewed on a regular basis, allowing teachers and case managers to make any necessary adjustments in a timely manner. This work is a team effort with general education teachers, special education teachers, and other service providers working in partnership with parents to ensure students' needs are being met and that students are making forward progress. SBCE's special education population is diverse in need, and we are creative and flexible with our resources to meet these needs. This includes providing a continuum of service delivery models and co-planning between general education and special education teachers. Although an achievement gap exists for our students with disabilities in math and ELA, the size of this gap continues to shrink each year. This can be attributed to enhancements with specially designed instruction and coaching for our special education teachers by our instructional leads. An increased focus has also been placed on co-planning with special education teachers joining grade level PLCs.

**3d.** ELLs, if a special program or intervention is offered

We take pride in our diversity at SBCE and are fortunate to educate and serve students from all over the world. Our English language learners (ELLs) are varied in their background, experiences, and home languages. Instruction is therefore highly tailored to students' individual needs. SBCE's English for Speakers of Other Languages (ESOL) program is unique in that we service all students through a pull-out model. ELLs attend ESOL class during REAL Time, allowing them to receive ESOL services in addition to their general education classes. Students work with an ESOL certified teacher to build their reading, writing, speaking, and listening skills. On Our Way to English resources are used for instructional units with daily minilessons to scaffold learning. Our ESOL teacher also works with general education teachers to support the needs of ELLs in their academic classes. WIDA's Can Do Descriptors help us meet students where they are at and allow us to personalize each student's instruction, assessment, and growth in alignment with his or her stage of language development. ELLs participate in classroom and standardized assessments according to their Testing Planning Committee plan and are annually monitored through ACCESS testing. We are also fortunate to have a bilingual liaison to support our ELLs and their families through informational meetings and translation services, which allow our home-school partnership to transcend language barriers.

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

# PART V – SCHOOL CLIMATE AND CULTURE

## 1. Engaging Students:

State Bridge Crossing Elementary engages, motivates, and provides students with a positive environment that supports academic, social, and emotional growth in many ways. We are a proud Georgia Department of Education Positive Behavioral Interventions and Supports school, with Operational designation by the Georgia Department of Education. Our students are reminded of the Bobcat Way as soon as they arrive on campus and are greeted by our Positive Behavioral Intervention and Supports (PBIS) flags: Respectful, Responsible, and Ready to Learn. By exhibiting our PBIS expectations, our Bobcats can earn Purr Tickets which are redeemable at the Bobcat Store. Students can redeem the tickets for items or experiences such as afternoon announcements with the principal or lunch with the assistant principal. At SBCE our students are also highly motivated to be named one of our Bobcats' Best. On a monthly basis, teachers identify students who model acts of kindness. If a student is named Bobcats' Best, she receives a certificate, a Kindness Matters pencil, and gets to sign a specially designated wall in the center of the building.

We have a growing list of opportunities to motivate our Bobcats and to promote a positive learning environment like the Golden Spoon Award, which recognizes the class from each grade level that exhibits stellar behavior in the cafeteria. Hallway Heroes receive a shout out over the intercom and a certificate for modeling exceptional hallway behavior. Students' birthdays are celebrated as well as perfect attendance and honor roll. Moreover, as we monitor academic progress throughout the year, we also recognize and celebrate growth. If students grow even one percentile, they are invited to decorate a bobcat paw and place it on the "Pawsitive Growth" board for all to see. This not only promotes positive self-esteem but also academic growth.

At SBCE we also believe that serving our community promotes a positive environment and supports social and emotional growth. Out Bobcats participate in yearly canned food drives, hurricane relief drives, supply drives for local pet shelters, Socktober, and Pennies for Patients. Our Student Council also visits nearby assisted living homes to deliver valentines. SBCE students are also afforded many opportunities to promote team building and explore their passions through the many extra-curricular activities we offer including chorus, the Science Olympiad team, the Reading Bowl, Lego League, the Robotics Club, and the talent show. Each of these opportunities, celebrations, and recognitions create a positive learning environment for our students; student achievement is a direct result of these opportunities. It is our goal to help make every student feel connected, supported, and appreciated.

## 2. Engaging Families and Community:

We take great pride in fostering SBCE's partnership with parent and community members. One way we partner with family and community members for student success and school improvement is through our School Governance Council (SGC). Because Fulton County Schools is a charter district, each school is required to have a council comprised of teachers, parents, and community members who are both appointed and elected. SGC members work with the school leadership to make decisions that bolster student achievement and school improvement. The council plays an integral part in creating the school's strategic plan, evaluating school data, and developing programs to support students. Our most recent program development, BobChats, is a mentoring program which partners with community members who serve as mentors for our students with social, emotional, or academic challenges.

SBCE also engages our community and parents in other capacities including our very involved PTA. Our PTA is an active contributor towards the development of our students, both academically and socially. PTA sponsors a science enrichment program called Science Force and partner with our STEM teacher to create hands-on activities for science enrichment. PTA sponsors family events such as Bingo Night, and in keeping with our community partnerships, local police officers are invited each year to serve as guest Bingo callers. The PTA also sponsors a Fall Festival, partnering with local vendors to support face painting and game supervision. Other PTA sponsored events include a Father/Daughter Dance, Mother/Son Bowling, and Movie Night.

When parents are involved in the school, we know students are more likely to be successful; therefore, our goal at SBCE is to find ways for all stakeholders to be included in our school's success. All Pro Dads, a group of male figures focused on positively impacting their students' lives, have been a part of our school community for the past four years. Our SBCE dads volunteer to meet and greet students at the buses and car rider lines. They host meetings to foster positive relationships between fathers and their children. They also volunteer in the cafeteria to serve lunches, participate in school beautification, as well as Career Day and International Night.

Open and constant communication promotes effective partnerships. SBCE maintains an updated website that was created as a one-stop shop for parents to find information about events, school achievement, district announcements, and other important information. Parents can also link to classroom websites, access grades, and classroom newsletters. Teachers utilize other online platforms to maintain parent communication such as SeeSaw, Padlet, Twitter, and Class Dojo which allow them to communicate about their specific classroom events. This type of connectivity promotes conversations about daily learning. Our teachers also hold conferences throughout the year to review student data and to speak specifically about each child's individual strengths and opportunities.

3.  **Creating Professional Culture:**

Building our teachers' professional capacity as well as creating a culture where teachers feel valued and supported, are significant priorities for SBCE. At SBCE, our staff members are provided with a multitude of opportunities to grow and collaborate. First year teachers and those new to the district receive year-round support from our Curriculum Support Teacher (CST) through the district's Teacher Induction Program (TIP). TIP participants engage in monthly meetings that include topics such as building classroom community, parent-teacher communication, district-specific initiatives, and differentiated support as needed. Our first-year teachers are also paired with a grade-level mentor who supports their mentee to effectively transition onto their grade level team and within our school.

Teachers also support and learn from one another. PD4MEbyWE is a professional development framework we created whereby teacher leaders showcase strategies that have proven successful in their classroom. Approximately three times a year, 10-15 teachers host sessions for their peers on topics such as increasing student engagement, implementing number talks, data-driven differentiation, and student goal setting. Teachers attending these sessions have the flexibility to choose the session that would most benefit their needs. SBCE teachers also participate in vertical teaming throughout the year which increases the impact of effective instruction. Vertical teaming creates a learning space for teachers to make connections across standards between grade levels, interpret and analyze schoolwide data, and scaffold best practices as developmentally appropriate.

Creating a positive environment that recognizes and appreciates teachers is just as important as building their professional capacity. At SBCE we are purposeful in building each other up and in modeling this behavior for our students. Two years ago, the administrative team began a positive t-shirt campaign. We abandoned traditional school spirit t-shirts and began using our t-shirts as an opportunity to promote positive messages to each other and the students. Some examples are "In a world where you can be anything, be kind," "Be happy, be safe, be kind," and "Positive Mind, Positive Vibes, Positive Life." We chose to take this approach because it aligns with our school's belief that nurturing everyone's social and emotional well-being creates a happier learning community which directly impacts student achievement. Other examples of creating a positive learning environment for teachers and students include the creation of our Bravo Board that celebrates staff and student accomplishments. Our school also promotes staff wellness through Wellness Wednesday and Fresh Fruit Friday. SBCE teachers are also recognized and appreciated through weekly shout-outs in our newsletter, delivery of monthly staff birthday cookies, and posting celebrations on our Bobcat Brag Board.

**4. School Leadership:**

SBCE has a highly functional administrative team that includes the principal, assistant principal, Curriculum Support Teacher (CST), STEM teacher, Instructional Support Teacher (IST), and the school counselor. Our STEM teacher focuses on enhancing student and staff knowledge of science, technology, and math curriculum, while our CST and IST directly support general education and special education teachers, respectively. The school principal promotes the mantra "They are all OUR students." The principal believes in and models the practice that every adult in the building collectively takes responsibility for the well-being and academic growth of every student in the building. The administrative team holds high expectations for our collaborative community by protecting instructional minutes and creating opportunities for students to be active learners who are functioning at the highest end of the cognitive spectrum. While the team holds high expectations for our faculty and staff, we also hold ourselves to the same high standards by maintaining an active presence, collectively engaging with grade levels in data analysis, and participating in instructional planning while also coaching and supporting teachers.

The principal believes in shared leadership and meets weekly with the administrative team. In partnership with the administrative team, the principal has created and communicated shared expectations for lesson planning, instructional practices, and grading expectations. We believe that student instruction should be differentiated, and teachers should engage in research-based best practices. These expectations are monitored through weekly walkthroughs. Data is collected from these walkthroughs to evaluate our collective effectiveness and areas of opportunity. These walkthroughs are not always evaluative, but also to foster our growth and development as a learning community.

The assistant principal (AP) supports our instructional goals by creating a master schedule that allows teachers to have uninterrupted instructional blocks with natural transitions. The AP serves as the school's testing coordinator, ensuring the school adheres to state and national guidelines as it relates to assessments. The AP also supports the implementation of PBIS, supervises facilities as well as the safety and security of the school. The Curriculum Support Teacher, Instructional Support Teacher, and the STEM teacher serve in teacher support roles. These are vital roles as they are responsible for the delivery of professional development and ensuring best practices are implemented with fidelity. These teachers maintain a large presence in classrooms either observing, providing feedback, or modeling lessons. The Curriculum Support Teacher also partners with our school counselor to support and monitor our struggling students who are in the Response to Intervention (RTI) process. The counselor also serves as our Section 504 Chairperson, supports our students' social and emotional well-being through classroom lessons, frequently hosting small group and individual meetings with students. Finally, SBCE has a Leadership Team consisting of one grade level team member who also serves as the team's PLC facilitator. The goal of this Leadership Team, which includes administration, is to collectively make decisions that positively impact students daily.

# PART VI - STRATEGY FOR ACADEMIC SUCCESS

When you embrace the philosophy that all students are capable of growth, monitoring and supporting this growth is crucially important. With that in mind, SBCE overhauled the way we implement RTI over the last four years with Kid Talk meetings as the primary change agent. Kid Talk began as an opportunity to review Tier 2 students on a monthly basis. It has since developed into bite-sized professional learning and a fully collaborative environment for producing data-informed instruction. Formulated around research and resources from The Data Wise Project, Kid Talk embraces the belief that collaboration around data is essential to continuous improvement for teachers and students.

Like we do with our students, we begin Kid Talk with a mini lesson. Teaching points focus on data literacy, building teacher capacity to read and interpret assessment results. We also model and practice interventions to ensure we are implementing them with fidelity. Kid Talk has expanded to professional development on all aspects of RTI. This includes examining preventative Tier 1 tactics and having our TAG teachers share strategies to challenge and grow high achieving students. Mini lessons are followed by data analysis. The room buzzes to life as teachers discuss Tier 2 students in teams. Together they look for trends in progress monitoring data and make informed decisions about next steps. Oftentimes, Kid Talk includes more global data analysis, such review of universal screening data. Each universal screening season is followed by data triangulation to home in on our at-risk students and their needs. Mid-year we use a matrix to compare student achievement to student growth in order to prioritize and action plan, ensuring all students are making forward progress. Kid Talk is increasingly differentiated to meet teacher needs. We alternate between full faculty meetings, with all service providers and our administrative team on hand, and grade level meetings which allow us to provide more personal and targeted support.

Kid Talk's success is exemplified by the positive trends in our schoolwide data. Our tier-by-tier RTI numbers reflect a steady mobility rate, a sign that we are embracing the flexibility of this process and providing students the supports they need in a timely manner. Standardized testing data shows improved growth according to Georgia's College and Career Ready Performance Index (CCRPI). Our CCRPI progress score, measuring how much growth students demonstrate in math and English language arts, increased 13 points in the last year with 92% of our subgroups meeting or exceeding improvement targets.