U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal <u>Dr. Lewis Cox</u>
             (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name <u>East Robeson Primary School</u>
                 (As it should appear in the official records)

School Mailing Address <u>4840 7th Street Road</u>
                  (If address is P.O. Box, also include street address.)

City <u>Lumberton</u>   State <u>NC</u>   Zip Code+4 (9 digits total) <u>28358-0537</u>

County <u>Robeson County</u>

Telephone <u>(910) 671-6055</u>   Fax _____

Web site/URL
<u>https://www.robeson.k12.nc.us/o/east-robeson</u>   E-mail <u>lewis.cox@robeson.k12.nc.us</u>

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* <u>Dr. Freddie Williamson</u>_____E-mail <u>Freddie.williamson@robeson.k12.nc.us</u>_____
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name <u>Robeson County School District</u>   Tel. <u>(910) 671-6000</u>

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 <u>Mr. Mike Smith</u>
                  (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.

4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.

6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.

7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district   <u>20</u> Elementary schools (includes K-8)
   (per district designation):   <u>9</u> Middle/Junior high schools
   <u>7</u> High schools
   <u>0</u> K-12 schools

   <u>36</u> TOTAL

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

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

   [ ] Urban (city or town)
   [ ] Suburban
   [X] Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	22	25	47
K	70	56	126
1	64	58	122
2	72	71	143
3	65	59	124
4	0	0	0
5	0	0	0
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	293	269	562

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

4. Racial/ethnic composition of   24 % American Indian or Alaska Native
   the school (if unknown, estimate): 1 % Asian
                                       25 % Black or African American
                                       18 % Hispanic or Latino
                                       0 % Native Hawaiian or Other Pacific Islander
                                       23 % White
                                       9 % Two or more races
                                       100 % Total

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 12%

   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, 2020 until the end of the 2020-2021 school year	40
(2) Number of students who transferred **from** the school after October 1, 2020 until the end of the 2020-2021 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	61
(4) Total number of students in the school as of October 1, 2020	530
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

   Spanish, Arabic, Haitian-Creole

   English Language Learners (ELL) in the school: 10 %

                                                      55 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

              Total number students who qualify: 562

8. Students receiving special education services   <u>12</u> %
    with an IEP or 504:   <u>67</u> Total number of students served

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

<u>3</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>1</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>49</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: <u>4</u>

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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   <u>17:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	93%	95%	94%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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

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

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

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

To educate all students by building a foundation for learning in an ever-changing global society. Every student will be a reader, writer, thinker, and mathematician.

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

https://www.robeson.k12.nc.us/page/non-discrimination-policy

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

PART III – SCHOOL OVERVIEW

East Robeson Primary School (ERPS) is a rural Pre-Kindergarten to Third Grade Title 1 school located in eastern Robeson County at Seventh Street and Old Allenton Road, approximately three miles outside Lumberton, NC. ERPS supports students with social-emotional and academic development by delivering 21st-century initiatives aligned with the skills needed in an ever-changing global society, such as communication, critical thinking, creativity, collaboration, citizenship, and cross-cultural understanding.

One key strategy at ERPS involves collaborative team planning. Collaborative team planning is one innovative practice that helps evolve and establish campus initiatives. One example of collaborative team planning during virtual teaching and learning involved a strategy to engage students and families more who participated in the virtual setting. Teachers could obtain more student and family engagement during the virtual teaching process by hosting Science, Technology, Engineering, and Mathematics (STEM) hands-on activities. Students and parents visited campus to pick up their STEM kits, then went home to create and develop their projects to showcase with teachers and classmates. Activities such as these helped build an interconnectedness between virtual students and their classmates, as well as, helped to increase parent and student engagement.

Collaborative team planning also led to developing other innovative practices at ERPS. Creative initiatives have been used to expose students to STEM careers and activities during weekly Media time and by bringing in STEM focused contract services on Fridays. Each initiative allows students to participate in hands-on opportunities while engaging in activities that help them build critical thinking skills. The activities aim to expose students to many careers and opportunities related to real-world practices. ERPS believes that exposing students to innovation while challenging their thinking will likely lead them to college and career readiness.

The one practice that has been most instrumental to the student's academic success at ERPS is collaborative planning to drive school initiatives across campus. Teachers and stakeholders discuss and explore skills that students need to learn, identify a course of action, and then plan to help accomplish our goals.

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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:

Grade level appropriate, NC state learning standards are taught to students across campus adopted by the North Carolina Department of Public Instruction. Students receive a report card grade at the end of each nine weeks based on their performance on each specific report card standard.

One approach used to collect data on students' understanding of the standards taught is daily exit tickets and common bi-weekly formative assessments used across each grade level. The data collected daily provides a snapshot for teachers to use while reflecting on how students receive daily instruction. Furthermore, bi-weekly assessments provide insight to teachers and students about their knowledge and mastery of the taught standards.

An item analysis of the daily exit tickets is instrumental to students' academic success. Teachers better understand the strengths and weaknesses of students, which allows for quicker intervention and tremendous academic success. There is a daily built-in intervention block where teachers can reinforce or remediate with students focusing on the skills taught that day.

Significantly, ERPS has adapted its curriculum, instruction, and assessments to reflect the standards taught within a particular week of instruction. Online learning has been adapted to reflect students' same learning opportunities in the classroom. Students working online can receive the same instruction through Google Meets and independent practice through online Canvas assignments. Different techniques are used across various grade levels based upon grade-level and age-appropriate materials. Assessments now versus prior years, during virtual learning, were based upon virtual options in Google Classroom or Canvas. This current year, assessments are similar to the way they were before virtual learning because the instructional method has changed. However, the assessments were still based on the NC Standard Course of Study during virtual learning.

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

East Robeson Primary School's (ERPS) core content in reading/ELA is chosen based on the NC StandardCourse of Study for each grade level. The learning standards are addressed based on the county pacing guides and the needs of our students. Teachers at ERPS utilize a variety of curricular approaches based on the lessons/instructional strategies that best correlate with the NC Standard Course of Study.

In terms of pedagogy, differentiated instruction is utilized. Some differentiated instruction strategies include cluster and learning stations and a Multi-Tiered System of Support (MTSS) through small-groups and individualized instruction. Technology-based support is used daily through the Classwork's online platform, which individualizes learning based on student assessments completed at the beginning, middle and end of the year.

ERPS uses both formative and summative assessment data to determine further which students need more support on specific standards. Formative assessment data is used through exit tickets, independent assignments, small-group assignments, and oral questioning. Examples of formative assessments include independent practice, Letterland instruction, grammar activities, comprehension passages, and vocabulary whole-group questioning. Summative assessments are given weekly and bi-weekly based upon the standards taught for that week. Examples of summative assessments are Letterland/Phonics test and end-of-unit comprehension, grammar, and vocabulary tests.

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

The mathematics' core content at ERPS is aligned with the NC Standard Course of Study across grade levels. The learning standards are addressed based on the district's pacing guide reflecting the Instructional Framework on the Tools4NCTeachers website and the individual learning needs of a student.

Differentiated instruction has been a best pedagogical practice at ERPS. Some differentiated instruction strategies that have been practiced are cluster and learning stations and MTSS implemented through small-groups and individualized instruction. To individualize learning based on student assessments, a technology-based support called Classwork's is also used daily and completed at the beginning, middle, and end of the year.

Both formative and summative assessment student's data are also used in designing and implementing Mathematics instruction and in determining which among the students need more support on a specific core competency. Similarly, formative assessment data is collected daily through exit tickets, independent assignments, small-group assignments, and common formative assessments. Examples of formative assessments are an independent practice with My Math and Math in Practice assignments. Summative assessments are given weekly and bi-weekly based upon the standards taught for that week. Examples of summative assessments are grade level assessments and end-of-cluster tests.

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

The Science standards are addressed by integrating within the language arts and math curriculum and through Project-based STEM lessons. The base text has Science content embedded within the curriculum. Teachers also incorporate additional articles from supplemental resources such as Highlights Magazine, Studies Weekly, and the online platform ReadWorks. Instructional approaches include project-based learning activities and technology-based support to differentiate instruction. Students can access the Studies Weekly application and complete student-paced readings and activities on their devices. Science, Technology, Engineering, and Mathematics (STEM) activities are included each week as problem-based learning. Students are allowed to explore STEM and STEM careers while completing hands-on experiments.

The school uses formative assessment data from the district-implemented common formative assessment monthly. The educators analyze the data from the common formative and summative assessments given weekly to drive the tiered instructional process and improve student and school performance.

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

The social studies standards are addressed by integrating within the English and language arts curriculum and through Project-based learning. The Journey's supplemental base text has science and social studies content embedded within the curriculum. Teachers also incorporate additional articles from supplemental resources such as Highlights Magazine, Studies Weekly, and the online platform ReadWorks. Additionally, project-based learning activities are used to highlight Hispanic Heritage Month, Native American History Month, Black History Month, along with many other activities. Cultural events are integrated into the curriculum to expose students to a variety of culture's along with their history. Throughout the year as topics are taught and discussed in class, students create projects, also known as project-based learning, that coincide with the social studies content that is taught. Students are presented with an assignment and a rubric, which helps students understand the assignment expectations. Project based learning allows students to earn a desired score based on their efforts toward developing content outlined on the scoring rubric.

1f. For secondary schools:

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

The core curriculum for the Preschool program is The Creative Curriculum/Teaching Strategies. Thirty-six objectives are organized into nine areas of learning and development. The focused areas are Social-Emotional, Physical, Language, and Cognitive, while the content areas are literacy, Mathematics, Science &

Technology, Social Studies, and the Arts. These areas are laid in color-coded bands that align with each child's progression. Documentation is noted using pictures and assessments of these areas for each student in the classroom. Each student has a portfolio with artifacts for the different areas of learning and development.

The alignment with early childhood and K-3 grades utilizes Letterland as part of the curriculum. Letterland is research-based, state standards-aligned, and multi-sensory instructional materials engaging students in learning phonics through actions, music, arts, games, and role-play. The NC Pre-K program focuses on ensuring students learn to read and write before they transition to kindergarten.

The impact preschool has on school readiness and success in primary grades is that students are socially and mentally ready to enter into kindergarten, compared to a student who has not been in an early childhood setting.

2. Other Curriculum Areas:

The STEM Education Programs at East Robeson Primary School (ERPS) fosters ingenuity and creativity, appeals to diverse learners, and encourages career exploration. STEM is incorporated into library lessons, STEM-themed activity centers, and after-school and in-school STEM Clubs.

STEM is also used to enhance literacy in the media center. All students visit the media center once a week for 45 minutes. Students are exposed to a variety of children's literature (both fiction and non-fiction texts) and the world of science, technology, engineering, and math, cultivating the love and enjoyment of reading and fostering students' interest in STEM. Students use higher-level thinking skills, build vocabulary, and incorporate problem-solving during weekly lessons. The addition of STEM has also helped foster collaboration and communication among students.

Centers are also used to expose students to a variety of STEM activities. There are five main centers that students rotate through. Examples include Legos, Keva planks, magnetics, strawbees, and building sets. Students must complete challenges and engineer solutions to problems. Learning to use original ideas and the engineering process helps boost students' self-confidence and resilience.

The after-school STEM Club is held twice a week for 1.5 hours and lasts for nine weeks. This club is a combination of 2nd and 3rd-grade students. In-school STEM Club is held twice a month for grades K-3., allowing for more in-depth activities, research, and an introduction to various STEM careers. It also extends the curriculum taught and builds student competency in STEM workforce skills, tools, and technology.

STEM education programs are being successfully implemented through various avenues throughout our school. ERPS continually seeks to provide educational opportunities that engage students in relevant hands-on activities that make learning meaningful and fun.

A Battle of the Books team is organized each year on our campus to promote student engagement and reading literacy. At East Robeson Primary our Kindergarten students are introduced to Renaissance Reading, also known as AR, where students are encouraged to complete a comprehension assessment daily following their reading. Students earn points toward incentives after achieving AR goals. During a student's Kindergarten through third grade tenure at East Robeson, the AR system awards students for their efforts while preparing our students to participate on the battle of the book team.

In addition to the aforementioned, our students also receive non-core subjects like Art, Music, PE, Library, and Lab. These courses are offered to our students in grades K-3. Our students attend each non-core subject class once per week. The teaches of the listed subject areas plan lessons with our core subjects to integrate Reading, and Math in their lessons. With this structure in place the students are continually being exposed to Literacy and Math outside of their homeroom classroom.

3. Academic Supports

3a. Students performing below grade level:

ERPS continuously provides many supports for students who struggle academically in reading and math. Teachers and teaching assistants offer interventions to these students in both ELA and math daily in the classroom. Interventions are completed in small groups in the school and during one-on-one sessions. Moreover, ERPS implements the Multi-Tiered System of Support (MTSS) for identified students who need additional help academically, socially, or emotionally. Through MTSS, teachers identify specific skills for students and complete interventions with them to help improve that particular skill. Once that skill improves, teachers begin interventions on other areas of concern to move these students to perform on grade level. ERPS also offers an enrichment period with retired certified teachers to help close the achievement gap for identified students who need further support. Classroom teachers, and enrichment teachers collaborate to improve students' reading and math skills, assess their scores, and complete interventions based on their current needs.

3b. Students performing above grade level:

Students who are performing above grade level have a variety of programs that they can participate in to challenge their thinking further. Students can participate in the Battle of the Books for second and third graders. The Battle of the Books is a program for students performing above-grade reading level. Students read several books multiple times throughout the year and participate in competitions with other schools based on comprehension of the selected texts. These books cover a variety of genres, and all work together to enhance students' reading levels, Comprehension, and vocabulary knowledge. At East Robeson Primary School, students who perform above grade level also can participate in the STEM club. Students can work on tasks and activities based on science, technology, engineering, or math in the STEM club.

Other programs are conducted monthly and yearly, especially for higher leveled learners. Discovery Place out of Charlotte, North Carolina, teaches lessons with students twice a month to enrich student learning by completing hands-on activities. Discovery Place has also taught students about weather, sounds in vibrations, dinosaur times in the Mesozoic Era, force and motion, and Engineering.

Teachers differentiate learning for students on higher levels in the various subject areas in the classroom. Differentiation occurs during whole and small group lessons and allows students to be challenged with higher-level thinking. Differentiation for higher leveled learners may include having a variety of leveled texts to read, asking higher depth of knowledge questions, incorporating technology, and allowing students to help support classmates (turn-and-talks).

3c. Special education:

East Robeson Primary School tailors instruction, interventions, and assessments to meet its special education students' diverse needs by closely monitoring their assessment data using formal, informal, classroom-based assessments, observations, attendance, discipline reports, and relevant medical information.

IEP teams then analyze student data and progress to create quality individualized education plans to include present levels of performance, SMART goals, and accommodations and modifications for each student based on their individual and unique learning needs. Through collaboration with regular education teachers, the Special Education Department then implements specially designed instruction incorporating grade-level standards-based instruction and individual student IEP goals. Accommodations and modifications to the classroom, district, and state assessments are implemented individually based on individual student needs to access the general curriculum for all students on our campus.

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

The English as a Second Language (ESL) program East Robeson Primary School aligns its instruction, intervention, and assessment with grade-level content standards in English language arts, mathematics, STEM, and social studies with the English Language Learners (ELLs) current placement in Classwork's and the WIDA Proficiency Standards. The ESL instruction focuses on integrating academic content and English

language skills enabling ELLs to achieve proficiency in reading, listening, writing, and speaking and their grade-level academic competency. Furthermore, the progress of an ELL is monitored through the ESL teacher's frequent contact with the homeroom teacher through their current Multi-tiered System of Support tier status, current placement in Classwork's, Progress Reports in Imagine Learning. and the WIDA ACCESS Test Results in listening, reading, writing, and speaking domains.

The ESL teacher co-plans with the ELL's homeroom teacher whenever ELLs have an achievement gap. Then, they decide on appropriate instruction, intervention, or reinforcement activities. ERPS provides professional development support and resources for teachers to ensure effective delivery of instruction.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

East Robeson Primary School has implemented Second Steps as a part of student engagement on our campus. This program is a classroom-based curriculum designed to assist students with their self-regulation.

Second Step skills are taught to ensure students have the skills needed to ensure student success. The skills taught in the Second Steps lessons provide students the ability to learn, listen, pay attention, manage student behavior and get along with others. The lessons provide a positive environment for students to learn. Exposure to this curriculum is also designed to help promote academic performance. The lessons taught in the classroom teach students and allow them to recognize problems and deal with them positively without interfering with student academic performance. As a result, students also benefit from social and emotional growth.

Exposure to the Second Steps curriculum provides students with the emotional support needed to regulate their emotions and recognize when they need to be redirected with the skills taught within the classroom-based taught curriculum. This program also has components to follow students during school closures and remote learning requirements. The objective of this component is to track and monitor students' well-being, engagement, and ability to regulate their emotions during periods when students may otherwise be separated from their school environment.

2. Engaging Families and Community:

East Robeson Primary School has a good working relationship with its community. Community members like the parents are welcome to participate in many on-campus activities over the year that include curriculum nights, STEM days, awards program and student recognition banquets, Angel Tree Project, Wax Museums, field days, PTO, and others. Community members often volunteer to read and participate in events on campus. The school community contributes to students' significant experiences. Annually, the community engages with our Angel Tree Initiative, Curriculum Nights, FUN Days, Wax Museums, Read Across America, and many other events.

3. Creating Professional Culture:

East Robeson Primary School (ERPS) creates an environment where teachers feel valued and supported during all educational phases. The school leadership team supports the staff and students during the remote teaching and learning when COVID-19 impacted the educational system. All teaching staff was encouraged to engage in relevant Professional Learning Communities (PLCs), workshops, and training to help in preparation for entering into distance learning and then to transition into the hybrid model of education smoothly.

Administration scheduled PLCs across grade levels to discuss and model what each method should look like, before and during each education model, as the staff and students were implementing it. With the knowledge given to the staff through administrative guidance, success was evident then and continues to be to the current day. Opportunities are also given to the staff to speak freely and openly about any action plan for the school's continuous improvements. Administration listens to staff concerns and provides support when answering questions to develop a plan that always comes together to make it an all-around positive teaching and learning experience for both staff and students. The school's School Improvement Team meets regularly to make modifications as needed, continue the set forth plans for ensuring the safety of both students and staff, and make sure both parent and community involvement is relevant. ERPS faculty and staff work together to involve all stakeholders.

4. School Leadership:

The leadership philosophy shared amongst campus leaders is that all students can achieve academic success. East Robeson Primary School (ERPS) leadership team understands that we must lead by example while being servant leaders. The goal is not to get the staff to buy into our vision or mission. But we lead a way that the ERPS educators will desire to follow us to lead the school to academic excellence. The ERPS leadership team values hard work and being creative in meeting the various needs of our teachers and students.

The ERPS leadership team consists of the Principal, Assistant Principal, Academic Coach, School Counselor, and a master teacher from each grade level. The leadership team values clear communication and a laser focus on goals and results. The leadership team frequently meets to address any concerns or problems and ensure that everyone has a clear understanding of the leadership team's direction to move the school.

The Principal ensures the safety of all students and staff and primarily functions as the instructional leader. The activities include classroom observations and immediate feedback, weekly PLC meetings, and one-on-one meetings with all teachers to analyze data and make evidence-based decisions that will grant academic success for all students.

The Assistant Principal is involved in providing instructional leadership, providing support for staff to foster lead teaching practices. In addition to being an instructional leader, daily tasks include managerial leadership tasks such as buses, custodians, and other areas that make ERPS a safe, excellent learning environment for all students and staff.

The academic coach serves as a great instructional resource for our teachers. The academic coach works closely with the Principal as they communicate together to ensure that rigorous and relevant instruction is effectively delivered.

The school counselor works closely with teachers to ensure that students get the best interventions and strategies for social-emotional learning. Likewise, he collaborates with the Principal and Assistant Principal to ensure that various programs are implemented and run effectively.

The leadership team at ERPS always asks the same question to ensure that policies, programs, and resources are student-centered. "Does the decision we made increase our students' chance of academic and behavioral success?" Every decision made is affirmed by impacting all students at ERPS, ensuring no one is left behind.

5. **Culturally Responsive Teaching and Learning:**

To address the diverse needs of all students at ERPS, teachers evaluate instructional materials every year to manage their effectiveness. Teachers get to know their students personally and academically with interest and learning style inventories at the beginning of the year. These inventories are used to select material that will engage all learners throughout the year. Students' needs are also met through IEPs, Home Learning Surveys, ESL assessments, and student work analysis, both formative and summative.

The diverse needs of families are met by providing materials in multiple languages. When planning academic meetings with parents, teachers work to accommodate the work schedules of working families. There are parent nights so that parents may better understand what students are working on in school, and a Spanish interpreter is made available on these nights for those parents that require it. Regardless of race or socioeconomic status, all students are provided the same access to quality materials, educational field trips, and quality nutrition while at school. Students are also allowed to go to assemblies and conduct school-wide classroom activities that promote the celebration of Native American, Black, and Hispanic heritage months. All students are provided opportunities to work in STEM with stem kits being provided and monthly workshops provided by Discovery Place Charlotte.

There is a diverse group of educators at ERPS. All staff perspectives and opinions are taken into consideration during PLCs, including but not limited to: staff meetings, grade-level meetings, SIT team meetings, PBIS team meetings, etc. Staff are included in educational decisions either through direct

conversation, voting, or google forms. Counseling is also made available to staff to address social/emotional needs. Moreover, teachers complete CiT3 screeners every nine weeks to address student social-emotional learning needs and conduct weekly socio-emotional learning with the Second Steps program.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to the student's academic success at East Robeson Primary School is utilizing weekly assessment data to inform both daily and weekly instruction. Students are assessed each Friday on specific reading and math skills that have been taught explicitly throughout the week. Upon completing weekly assessments, item analysis of student performance is conducted.

When creating an item analysis, teachers keep tallies of how many of their students correctly or incorrectly answered each question on the assessment given for the week. Teachers also note frequent incorrect answers among their class to better determine the general misconception amongst students who responded to the question incorrectly. Teachers can then adjust their lessons to clarify those misconceptions and reteach needed skills. Once an analysis has been completed for each class, the grade level team then meets to share and discuss test data for the entire grade level, allowing the grade level team to determine a plan of action. This may look like additional resources utilized to reteach weak areas, adjustments to the Scope and Sequence with extra time being given for particularly challenging skills, and the sharing of practical strategies with one another for the benefit of all students. Grade level knowledge obtained from this type of data collection is also shared during vertical planning conversations. Suppose a specific area of student weakness is found among the majority on a particular grade level. In that case, that information is shared with lower grade level teams to make any adjustments needed. Additionally, strategies to help teach and reinforce skills that pose the most significant difficulty for our students can be shared with all. As a result of these vertical discussions centered around data, more uniform strategies are being implemented into classes on our campus.

When creating and administering weekly assessments, it is imperative to keep in mind that assessments should always accurately reflect the learning goal for the week. Additionally, assessments should be written clearly and formatted in a way that is age-appropriate and familiar to students with common wording found on standardized tests. An item analysis allows our teachers to identify faulty questions, better create quality assessments, and be more discerning in the assessments that they utilize in their classrooms.

While item analysis is nothing new and the daily practice of many educators, we believe that this weekly practice, and our purposeful utilization of data collected, have been instrumental to the academic success of our students. Teachers can better understand the strengths and weaknesses of their students, which allows for quicker intervention and greater academic success.