

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Charissa Cole
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 8568 Highway 17
(If address is P.O. Box, also include street address.)

City Maylene State AL Zip Code+4 (9 digits total) 35114-5869

County Shelby County

Telephone (205) 685-6100 Fax (205) 685-1811

Web site/URL https://www.acsboe.org/CVES E-mail charissa.cole@acsboe.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Wayne Vickers E-mail wayne.vickers@acsboe.org

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

District Name Alabaster City Schools Tel. (205) 663-8400

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Adam Moseley
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

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

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

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

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

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

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

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

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	55
K	231
1	237
2	227
3	194
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	944

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.4 % American Indian or Alaska Native
 - 1 % Asian
 - 20 % Black or African American
 - 17 % Hispanic or Latino
 - 0.6 % Native Hawaiian or Other Pacific Islander
 - 60 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 10%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	49
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	43
(3) Total of all transferred students [sum of rows (1) and (2)]	92
(4) Total number of students in the school as of October 1, 2021	918
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Hausa, Vietnamese, Spanish, Portuguese, Chinese, Arabic, Egyptian, Lebanese, Syrian

English Language Learners (ELL) in the school: 12 %

111 Total number ELL

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

Total number students who qualify: 494

8. Students receiving special education services with an IEP: 17 %
Total number of students served 162

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

<u>27</u> Autism	<u>2</u> Multiple Disabilities
<u>0</u> Deafness	<u>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>19</u> Other Health Impaired
<u>22</u> Developmental Delay	<u>34</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>45</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>1</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 4

10. Number of years the principal has been in the position at this school: 9

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

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	53
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	18
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	95%	97%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

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

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

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

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

The vision of Alabaster City Schools is to partner with families and the community to inspire and prepare graduates to be responsible and productive champions of their future.

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

<https://www.acsboe.org/Page/543>

18. **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

Creek View Elementary School (CVES) is a Title 1 school located in Alabaster, Alabama, a suburb south of Birmingham. CVES is one of two elementary schools in the Alabaster City Schools (ACS) district, comprised of a diverse group of learners. While the community has a rich farming and agricultural history, it has also experienced a population explosion due to urban expansion. Because it sits on a major interstate highway with easy access to the industry of a thriving metropolitan area, Alabaster has become an ideal dwelling place for families and small businesses. With progress can come growing pains, however. CVES has worked hard to keep up with the burgeoning student population. Though we now house over 900 students, we make an effort to retain the small-town feel where every student is known by name by the adults around them. Through the Warrior Buddy program, district employees and school staff sponsor a class to encourage and support throughout the school year. This enables students to build relationships with a trusted adult besides their teacher and fosters a greater sense of belonging within the school community.

The demographic makeup has become more diverse over the last ten years as the community welcomes families from across the world who have chosen Alabaster for their home. English as a Second Language teachers service more than six languages, including: Spanish, Portuguese, Vietnamese, Chinese, Arabic, and Hausa. Additionally, the special education department of CVES is well-known for their responsive services and many parents move into the area for this reason. Serving as a safe refuge to all who enter the doors, CVES embraces an expectation of greatness from students, faculty, and staff. CVES encourages students to develop their full potential academically, physically, socially, emotionally, and culturally through varied strategies.

CVES sets the tone each day with a live stream broadcast, the Creek View News Network (CVNN) which is created, written, and anchored by students. CVNN shares school events, but also focused content: Music Mondays, Booktalk Tuesdays, Wellness Wednesdays, Target Thursdays, and Warrior Card Fridays. Students end the broadcast by stating, “It’s a great day to be a Warrior,” a tagline shared throughout ACS that reflects both an athletic tradition (the athletic teams compete as the “Warriors”) and the strength of individual character.

Academically, CVES implements many strategies to ensure students are afforded the experiences and opportunities that will help them excel. To build the most effective academic path for students, CVES begins by having a School Leadership Team participate in comprehensive planning. Teacher Leaders also work with curriculum specialists to develop pacing guides and common assessments. All students are supported via the implementation of research-based curricula. Student growth is monitored through multiple benchmarks, common formative and summative assessments, and the Alabama Comprehensive Assessment Program.

As school personnel analyze data and find that students need additional scaffolding, CVES responds immediately. We use a whole-child model of Multi-Tiered Student Support. A committee comprised of administration, instructional coaches, and counselors, locally referred to as the Warrior Support Team (WST), meets with teachers and families to determine interventions and provide support. The WST meets regularly to monitor progress, provide feedback, and make changes as needed. We may also refer students for additional testing if the intervention process has not been successful, in order to determine how to best meet students’ learning needs.

Physically, students are involved in daily activities and programs that promote health and wellness. CVES faculty and students participate in Wellness Wednesdays, which focus on activities to promote physical growth and nutrition. Second Grade also partners with the YMCA to provide a program called Safety Around Water, in which all students are provided swimming lessons.

Social and emotional development occurs by removing barriers to educational equality, providing mental health awareness, and furnishing access to necessary services. In addition to monthly character education lessons, counselors provide group counseling and one-on-one services. Counselors collaborate with the community and can refer students or families to counselors and therapy services at no cost. They can also

help families access needed medical, dental, and vision resources. These responsive services led the CVES counseling program to national recognition. In 2021, the American School Counseling Association acknowledged them as a Recognized ASCA Model Program. CVES was one out of 139 schools in the nation to receive this prestigious award.

Cultural diversity is celebrated because teachers believe it is important for students to embrace their unique heritage. Families and community members are invited to share their culture and heritage through the annual Multicultural Fair, Christmas Around the World, and Alabama Day. The ELL/ESL teachers provide monthly meetings for any family to receive support with homework, technology, and many other topics. Teachers provide culturally sensitive lessons to encourage students to be proud of their heritage. At CVES, cultural development is about the acceptance, respect, and appreciation of every student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The English Language Arts (ELA) Course of Study (COS) guides the curriculum mapping process for standards-based curriculum and assessments. In the area of foundational skills, CVES uses a multisensory approach which is based on their professional learning in the area of structured literacy. To date, 85% of CVES teachers have obtained a minimum of 30 hours of Orton Gillingham-based training. Students benefit from this multisensory instruction by engaging the visual, auditory, kinesthetic, and tactile senses in order to maximize retention of information. In the areas of language, comprehension, and vocabulary, CVES uses student engagement strategies to draw learners in as they wrestle with content. For example, you would see Questioning and Turn-and-Talk strategies with any interactive read-aloud. Students benefit from the social skills in these interactive exchanges as they grow in vocabulary acquisition, syntactical use of grammar, and building knowledge. Additionally, two-thirds of the staff is in the process of a two-year training with a national science of reading initiative (LETRS - Language Essentials for Teachers of Reading and Spelling). For new teachers who haven't had the benefit of this professional learning, the building-based coach has modeled and moved through coaching cycles to ensure that those classrooms are supported at the level of other classrooms.

Because steps toward mastery of the standards is a daily goal, the use of learning targets has become part of the culture of CVES. Teachers begin lessons with learning targets that utilize academic vocabulary and unpack those terms into child-friendly language. For example, in third grade, standard 22b would read, "Explain how the characters' actions and dialogue contribute to the meaning of the story." This standard might be unpacked with students to clarify that actions are the things that the character does and his dialogue might be what he thinks or says. This benefits students by exposing them to the academic language of the standards, but then also giving them a frame of reference that offers an entry point into the lesson.

These learning targets are assessed in both formative and summative ways. Formatively, teachers measure (and frequently reassess) developmental milestones in reading foundations. For example, in the area of phonics, teachers created a Phonics Inventory that measures the ability to read real and nonsense words that follow our progression of learning to the rigor indicated in the standards (Ex: multisyllabic words in 2nd grade). Summatively, teachers also have formal assessments created by a collaborative group of teachers to ensure that grades between classrooms are fair and equitable. While many of the comprehension or vocabulary assessments may be given a score for accuracy (percentage), we also utilize Parent Rubrics based on proficiency scales. To earn "Satisfactory" on the parent rubric, a student would demonstrate the standard in all of its complexity. "Partial Proficiency" would indicate that the student has a basic understanding of the standard. "Needs improvement" would indicate that the student struggles with the basic elements or basic understanding of the standard. This benefits the student because it more accurately describes next steps that would lead to student success.

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

Using the Alabama Math Course of Study standards along with our shared beliefs of using a student-centered, problem-based approach to learning mathematics, CVES teachers adopted a new core curriculum and began implementing it during the 2021-2022 school year. This curriculum aligns not only with our content standards, but also the student practice standards (i.e. perseverance) laid out in the course of study. Collaboratively, the district K-5 math coach worked with lead math teachers to develop pacing guides, teacher resources, and common formative and summative assessments throughout the year. This ensures equitable instruction and assessment across the large grade levels.

Our teachers act as facilitators during math and introduce concepts through problem-based learning experiences. Students are encouraged to think, have conversations with peers, and make sense of the problem before they begin solving. Productive struggle, reasoning, and classroom discussions are

encouraged throughout our math learning. Teachers support conceptual understanding by using concrete and digital manipulatives along with visual models to help our students make sense of the math they are learning. Math vocabulary is also a major focus of each lesson. Teachers are encouraged to provide multisensory opportunities for students to build and use their math language by connecting new learning to prior knowledge and experiences.

In order to provide daily opportunities for our students to build number sense, fluency kits were purchased for all teachers. This resource includes 180 grade level specific “math talk” and “number string” lessons with manipulatives to support student’s conceptual understanding of math strategies. Teachers use these fluency kits along with other math routines (i.e. counting collections, quick images, and choral counting) to provide listening and speaking opportunities while building students' number sense.

Technology is also an important tool in the teaching of math. Each classroom at CVES has an interactive panel and all students have access to a school-issued chromebook. Our curriculum offers all learning materials in both hard copy and digital forms of English and Spanish. Therefore, teachers have access to a multitude of resources to support and differentiate for all learners. Students also benefit from utilizing DreamBox Math, an adaptive digital math learning program, that supports their individual needs via a personalized pathway. This program was selected because its conceptual learning approach aligns with our core curriculum. It uses visual models and connects various representations of numbers to build student understanding first before focusing on fluency.

CVES uses a universal screener 3 times a year to measure achievement and growth. Progress monitoring goals for specific math skills can be created from this data and intervention implemented based on student need. Formative assessments (such as pre-assessments, checklists, exit tickets, quick checks, and self-assessments) check student understanding in order to inform future instruction. Proficiency scales are used to create summative assessments in order to measure students' understanding of grade level standards and ensure they are prepared to the rigor of the standard. Collectively, all assessment data is used to inform our next instructional steps based on student, class, and schoolwide needs.

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

CVES uses the Alabama Math, Science, and Technology Initiative (AMSTI) inquiry-based science units to provide hands-on learning experiences to teach the Alabama Science Course of Study standards. AMSTI science lessons offer concept storylines based on phenomena which peak student curiosity about the world around them. Our teachers facilitate 3-Dimensional lessons using the 5E +IA instructional model to deepen students’ science understanding. The 5E + IA model consists of five phases: engagement, exploration, explanation, elaboration, and evaluation along with the addition of two enriching resources: intervention and acceleration. Students work collaboratively to plan and carry out investigations, collect and analyze data, and solve problems using the Engineering Design Process. AMSTI resources were chosen because the units are based on research of how kids best learn science. Additionally, our new English Language Arts (ELA) curriculum closely aligns with our state standards for science. This benefits students because they will be reading and writing about the topics that they will investigate with hands-on experiences.

To extend science learning beyond the classroom, CVES provides a variety of off-campus experiences as well as guest speakers. Some examples include: Birmingham Zoo to learn about animals, Old Baker Farm and Pumpkin Patch to learn about plant life cycles, Alabama Nature Center to explore a variety of ecosystems found in our state, Barber Motorsports Park to learn how science, technology, math, and engineering are used in the world of racing, and Larry the Science Guy to share the world of chemistry and physical science.

Formative assessments take place through class discussions, investigation responses, and engineering challenges. Common summative assessments have been developed for grade levels to use to determine student proficiency and understanding. These assessments include both math (data collection and measurement) and ELA (nonfiction texts, student presentations, and written responses) connections which help strengthen critical thinking school across the content areas.

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

CVES uses a cross-curricular model for teaching Social Studies across the day, which maximizes the time for learning. By intentionally selecting a knowledge-building curriculum, CVES teachers demonstrated understanding that knowledge is like velcro - the more you know, the more you can learn. Because their ELA curriculum closely aligns with the Social Studies Course of Study, the reading block becomes a purposeful time for building background knowledge in content areas.

Students are immersed in inquiry with each unit. For example, when reading about the United States Capital, students research and learn about symbols of our government (ex: bald eagle), what each stands for and why it's important. As third grade students read the Preamble to the Constitution, it becomes a springboard for Social Studies standard 10, recognizing the function of the Constitution. Likewise, in second grade, as students read historical fiction related to Ellis Island, they begin to develop an understanding of how the Statue of Liberty represents our country and what it means to be a citizen. This supports Social Studies standard 9, learning to describe how and why people from various cultures immigrate to the United States (standard 9).

Lived experiences are also important opportunities to build background knowledge for later learning. For example, first graders experience an Alabama History Day where they learn to churn butter and participate in a one-room schoolhouse, among many other pioneer activities. This lays a foundation for later field trips to the American Village or to our state capital where these experiences come to life in the Old Alabama Town walking tour.

Assessments are cross-curricular and performance-based. For example, class discussions or presentations in social studies may contain standards from oral language development. Likewise, written responses to literature may be used as an assessment in social studies if they directly correlate with a social studies standard.

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

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

Alabaster City Schools offers the First Class Pre-K programs to families within our community. CVES has three programs that meet a diverse background of students, and one program that specifically works with students who have an individualized education plan. All four programs utilize the same quality Pre-K curriculum to provide an equitable learning experience to all students. Pre-K students have weekly literacy, mathematics, and science lessons that are themed-based. The Pre-K curriculum is intentional about incorporating developmentally appropriate experiences so that children can develop self-regulation, express emotions appropriately, and demonstrate their continuous progress in these experiences. Children also have the opportunity to attend weekly library, music and art classes so they are immersed in the total school experience.

In an effort to monitor the progress of our Pre-K students, CVES utilizes Teaching Strategies GOLD assessments. GOLD is a formative assessment system that has been designed and extensively validated for use with young children ages birth to kindergarten. This tool provides data on the impact of early education as an authentic, ongoing observational system. Teachers observe children in the context of everyday experiences, which is an effective way to learn what they know and can do. It is appropriate for children with disabilities, children who are English-language learners and children who demonstrate competencies beyond typical developmental expectations.

For example, the GOLD assessment helps the Pre-K teacher to assess developmental progress toward physical goals (climbing steps, throwing a ball). This helps her to design playground or classroom activities that provide the needed experiences for the child to practice the climbing or throwing skills needed. This data also allows the teacher to know where the child is on the continuum of social-emotional development,

which allows for the intentional structuring of social stories that would allow the child to grow relationship or self-regulation skills.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

CVES values Fine Arts education. Every student attends weekly music classes where they are introduced to a variety of genres, singing, movement, and playing instruments. Students perform grade level musicals for parents and our community. The Third Grade Choir performs at the annual Veteran's Day program, Earth Alive Community Concert, and Spring Choral Festival. Alabaster City Schools received the Best Community For Music Education Award in 2022, 2021, and 2020.

Violins were purchased and all Third graders receive instruction from professional violinists. The strings program feeds into the intermediate school and secondary schools where students can become members of the Thompson Philharmonic. Alabama Symphony Orchestra provides all Third graders the opportunity to attend a performance annually.

Likewise, every student attends weekly visual arts classes. Students are introduced to famous painters, techniques for art composition, and a variety of mediums. Each student selects a piece of art for the annual CVES art show, with selected pieces moving on to the district and state art competitions. Our students who are visually impaired participate in this process as well. Their multisensory pieces move on to the Helen Keller Art Show of Alabama and have been state recognized for their quality and creativity.

CVES students have a well-rounded Fine Arts experience. The variety of activities builds confidence and contributes to the success of our middle and high school Fine Arts programs.

2b. Physical education/health/nutrition

The CVES physical education (PE) department values and promotes healthy active lifestyles. CVES received the Blue Cross Blue Shield of Alabama "Be Healthy Schools" grant in 2015 and 2020. A fitness lab was created which included treadmills, free weights, and elliptical machines for students and staff to utilize. CVNN News highlights Wellness Wednesdays by discussing healthy eating habits, exercise, and hygiene on the morning news. Our PE teacher, "Healthy Hamm," regularly "hams it up" with fun facts and silly skits that entertain and engage students!

In PE classes, CVES promotes activities that reinforce lessons learned across the curriculum. A skills progression is followed to accommodate all students and their individual needs to build confidence in physical abilities. Students are presented with independent and team experiences that will help motivate them to be more active and health conscious. These lessons have both formative and summative assessments, including the Alabama Physical Fitness Assessment.

Extracurricular activities are also brought into the PE classroom so that students can be exposed to a wide-variety of healthy lifestyle choices. Some of these include: karate, golf, dance, and baton. High school athletes introduce basketball, soccer, and wrestling. Students and families are encouraged to be involved in outside events including the Mercedes Marathon and our Boosterthon Fun Run.

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

2d. Technology/library/media

Our CVES library has a full time Media Specialist along with a full time paraprofessional. The Media Specialist uses the National School Library Standards and Alabama Digital Literacy Computer Science NBRS 2023

Standards to guide instruction and policies. The media specialist works with teachers to provide resources for instruction and reinforce the research and collaboration skills that are being taught in the classroom.

In addition to digital literacy instruction from the media specialist, our students attend a weekly computer lab class. Students are introduced to digital citizenship lessons which promote ethical and age-appropriate behaviors for working with others and maintaining a safe electronic working environment.

All students visit the library every week where they enjoy storytime to create a positive environment to encourage listening skills, build comprehension, and instill the love of reading. Not only do we have 14,000 titles for check out, but also 1,800 ebooks that students can listen to and read independently. On the CVNN News, Book Talk Tuesday promotes reading by spotlighting new books and authors. It's our own version of Reading Rainbow! We are proud to have a library media center that is an essential part of our learning community.

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

CVES students attend weekly Science, Technology, Engineering, Art, and Math (STEAM) classes where they participate in hands-on learning and coding lessons incorporating academics and technology. Implementing STEAM lessons encourages development of 21st Century Skills including: collaboration, creativity, critical thinking and communication as a worldwide citizen. The integration of Alabama's restructured digital literacy and computer science standards are taught to fidelity within our computer and STEAM labs, as well as reinforced in the classroom.

Students learn problem solving skills through programming and creating algorithms and are able to test their codes using a variety of robots, as well as code development applications and programs. The STEAM lab provides lessons that are integral to the success of our students in the ever expanding and constantly changing world of computer science.

In an effort to strengthen the bond with the community and promote life-long learning, Creek View hosts an annual STEAM night. On this night, families and students are invited to participate in a variety of engaging and innovative hands-on activities. For example, students demonstrated block coding using robots, engineered towers in cooperative groups, and created floating devices to solve a story problem. This served as a fun opportunity to showcase the skills that students are developing through STEAM at school!

3. Academic Supports

3a. Students performing below grade level:

At CVES, our goal is to provide high-quality instruction for all learners. We believe a strong Tier I is the best defense. However, there are times that students perform below grade level expectations, and we must be prepared to reteach and remediate. That reteaching may take the form of Tier II instruction led by the classroom teacher or more intensive remediation, Tier III, outside the classroom. These needs would be identified through both formative and summative assessments, such as AimsWeb Reading or Math. Then, the teacher drills down to the lowest deficit skill for each student by using diagnostic information.

For example, if a student performs poorly on literature-based comprehension and vocabulary assessments, the teacher would look back at fluency from our screeners or classroom checkpoints. If not fluent, explicit fluency intervention would begin. If the rate is sufficient for comprehension, the teacher would drill down to phonics and phonemic awareness. Teachers use a phonics inventory and the PAST (Phonological Awareness Screening Test) to determine needs. If the student has gaps in phonics, then instruction that is multisensory, systematic, explicit, and cumulative would begin. If the student has gaps in phonemic awareness, then daily phonemic awareness instruction is in order.

When Tier II instruction is not enough, we have several options for support. Student Reading Improvement Contracts can be developed between the teacher and parent, with suggestions for home practice that are individualized and targeted to needs. After-school tutoring takes place on Tuesdays and Thursdays after

school. Summer Learning camps also extend the opportunity for success with reading and math standards. Our most intensive level of support is Tier III instruction through our Warrior Support Team. This referral can be made by the classroom teacher or begun by the WST review of data. This process is described in Section VI - Strategy for Excellence.

3b. Students performing above grade level:

CVES provides high-quality instruction for all learners, including providing additional challenge and rigor to the learning experiences of all students currently performing above grade level. All general educators receive training in serving students with advanced abilities. Enrichment packets promoting critical and creative thinking skills are provided for advanced learners each month. Using academic enrichment resources on a shared google drive, teachers enrich lessons with higher level questioning, tiered assignments, advanced content, flexible grouping, independent research projects, literacy circles, and more. Students have access to an enrichment google classroom, complete with learning puzzles, games, and research websites. Many of the CVNN student broadcasters are these high-achieving students who have used early-finisher time to research the materials and write segments for the daily news.

Students who are eligible through the Child Find process receive gifted services through an Individualized Education Plan (IEP) meet weekly for at least three hours in small groups. Our gifted curriculum utilizes concept-based units that allow for deeper learning through the study of broad concepts such as identity and design. Creative and critical thinking, metacognition, problem-solving, creative expression, communication, and research skills are promoted through various strategies. These include, but are not limited to, the SCAMPER method, rebus puzzles, stories with holes, real world scenario group projects, Bloom's Taxonomy questions, and more. Students are provided freedom of choice through weekly STEAM Interest Centers, and social and emotional learning is prioritized through bibliotherapy lessons and class discussions.

Other extracurricular activities include CML (Continental Math League), state-wide writing contests, Art Club, and Engineering Club, which involves a field trip where students build and test their egg drop structure using the Engineering Design Process. As you can see, providing for the varying needs of our advanced learners is a collaborative effort we are committed to at CVES.

3c. Students with disabilities:

CVES provides high-quality instruction for all learners, including students with Individualized Education Plans (IEP) in their least restrictive environment. Special education students are served by their general education teacher, special education case manager, paraprofessionals, and related service providers, including speech and language therapists, occupational therapists, physical therapists, a teacher of the visually impaired, a teacher of the deaf and hard of hearing, an adaptive physical education teacher, and a behavior intervention specialist.

CVES has an Inclusion Special Education teacher for each grade level to support students in their general education classrooms as well as to provide specially designed instruction in a small group setting to address reading, math, and social skills deficits. CVES also has two self-contained resource settings to provide a specialized setting for students with significant behavioral and emotional needs as well as a separate setting for students with significant cognitive deficits that are taught on the alternate curriculum standards. Each grade level has a paraprofessional to support students in their general education classroom. Each of our self-contained classrooms has two paraprofessionals to support students and assist with instructional needs. The majority of special education staff at CVES and administration have been trained in Managing Crisis Safely behavior management and crisis de-escalation strategies to be prepared for students with severe behavioral concerns.

The special education team collaborates regularly during a monthly PLC (professional learning community) meeting to discuss, plan and determine implementation plans for students based on their specific needs and deficits. They also work closely with the WST (Warrior Support Team) team to discuss special education referrals for students who are continuing to struggle academically. All staff receive ongoing training on

research-based, differentiated instructional strategies and programs for students with significant reading and math learning disabilities.

3d. English Language Learners:

CVES provides high-quality instruction for all learners, including students with Individualized English Language Plans (I-ELP). The goal of this instruction is to help students become competent in the comprehension, speaking, reading, and writing of the English language within content areas. The I-ELP committee (consisting of classroom teachers, ESOL teachers, administrators, counselors, and parents) collaborates to determine appropriate accommodations for classroom instruction and assessments. This collaboration fosters discourse between all stakeholders and allows for best practices and strategies to be shared and celebrated.

For Multilingual Learners, we utilize the ELLevation platform to empower teachers, admin, and all stakeholders to impact instruction. Individual “Can-Do” descriptors and next steps for instruction can be generated for each child. Then, individual accommodations can be provided for each student based on his/her individual language proficiency, determined by the annual language assessment (ACCESS for ELLs 2.0). These specific accommodations are selected to ensure fairness and equity related to assignments and assessments for our student population. Some examples of accommodations to instruction and assessment are visual aids, manipulatives, and additional small group and one on one opportunities to demonstrate knowledge.

I-ELP team conferences are held twice per year. At the initial conference, ESOL teachers and classroom teachers review accommodations and set language acquisition goals for each student. ESOL teachers provide a small professional development in order for teachers to understand the specific population in their classroom. This PD includes how to understand their language proficiency, how to use accommodations in the classroom for success, and how to scaffold instruction for success. The second conference allows for any updates or additions to I-ELP plans based on student performance in the classroom. It also allows time for collaboration on instruction, and test accommodations. This collaborative effort solidifies equitable access to core content for all Multilingual Learners.

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

In alignment with our whole-child philosophy, CVES provides high-quality mental health services to ensure students and families receive the resources they need to be successful. These include school counseling services provided via large-group, small-group, or individual counseling. Mentoring programs, including Big Brothers/Big Sisters, are available for students as needed. Facility dogs provide fun stress relief for students and the faculty.

CVES counselors also work with community organizations to provide a weekly Backpack Buddies program to send snacks and food items home with students who qualify for free breakfast and lunch services so that they will have food for the weekend in their homes. Counselors also provide school supplies, toiletry items, clothing, and other items for those students in need. The United Way Needy Children program provides funds to help students with medical, dental, and vision needs and any other tangible resources families may need. CVES also works closely with the school district’s Mental Health Coordinator to ensure that students with significant mental health needs can access the services and resources they need to provide the student the support they require.

Creek View Elementary also works collaboratively with our Warrior Center, a separate school program that provides services to students with significant behavioral or mental disabilities. Special education staff collaborate with teachers at the Warrior Center when a student needs a smaller group setting to determine if a referral needs to be made to change their placement to a more specialized setting. Homebound services are provided to students with significant medical, behavioral, or mental health needs that currently cannot attend school, including in-home instruction, related services, virtual instruction, or specialized programmatic instructional programs to be able to access instruction and special education services from home.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

CVES strives to provide a positive, engaging, and motivating environment for students. We believe that academic college and career readiness is best achieved in a safe and secure environment, a happy place to work and learn. You will notice this as you drive up in the morning carpool lane or as soon as you step off the bus. Upbeat child-friendly music invites you in the door. You are then greeted by smiling adults and the students from the principal's advisory board.

Throughout the school day, student engagement is a key factor in academic success. Student discourse is encouraged during "number talks" as students share various ways to solve math equations. This provides opportunities for students to learn to productively agree and disagree by making their thinking visible. During reading, engagement is encouraged as students "turn and talk" to discuss comprehension and vocabulary, developing speaking and listening skills.

To motivate and build character education, CVES has implemented several initiatives. Three key characteristics of schoolwide culture that are consistently modeled and affirmed in the classroom and throughout the school are: Responsibility, Respect, and Kindness. Each month, the Character and Wellness committee chooses an additional character word (i.e. brave, honest, friendly...). This new vocabulary is explained on the CVNN News and students are given scenarios to practice using the word. Once a month, a student from each grade level is brought onto the CVNN News to be celebrated for best exemplifying this characteristic in their words and actions.

Of course, other students are engaged in using these character traits as well. Many of them are referred to the office for Positive Phone Calls home. These phone calls are the highlight of the principal's day. The principal puts the parent on speaker phone and reads the positive office referral with specific comments from the teacher. Often happy tears are shed by parents (and the principal). Students receive a treat from the office with hugs and high fives all around.

Many students' favorite form of recognition is the Warrior Card system. This system recognizes students who exhibit our key school character traits, but also academic perseverance and work ethic. When any school adult sees a student demonstrating these characteristics, he writes the child's name on a Warrior Card to be turned in to the front office. Each Friday on the News, names are drawn from Warrior Cards to visit the front office for celebration and prizes. (They love a scented pencil!)

2. Engaging Families and Community:

CVES provides numerous opportunities throughout the school year to highlight and promote parent and community involvement by hosting events that draw in families. For example, our upcoming Kindergarteners are treated to a tour and snack in order to become familiar with the new environment before school begins. Many after-hours events are also hosted so that parents can stay informed on how to best support their child. For example, Orientation/Back to School nights, Family Math and Reading night, and STEAM night. All of these events are structured with hands-on learning opportunities so that parents can experience school through the eyes of their child. Resources are also provided so that parents can replicate these activities at home.

Other ways that we engage parents are through daily Communication Binders. Each grade level creates daily binders with materials and supplies that are needed to bridge the home-school connection. For example: pencil pouches with supplies, relevant word lists, fluency tools, math games or manipulatives or facts for practice. Important school-home communication can also take place via the binder.

Volunteers are a valued part of our school community as well. Volunteers help organize and recruit for book fairs, holiday lunches, Fun Runs, mystery readers, etc. Our PTO is an exemplary model of service as they provide training and monthly work sessions, serving as a liaison between our school and parents. We

celebrate our volunteers by treating them to brunch in May.

CVES enjoys collaborating with multiple universities throughout the state to provide internships for future teachers. This provides us a way to invest in future teachers and help prepare them for the high-caliber instruction expected at CVES. We also have teachers and parents participating in the Parent Teacher Leadership Academy (PTLA) through the University of Alabama. The PTLA is a leadership program that provides parents and teachers with opportunities to develop their knowledge and abilities as leaders within the school communities. Past examples of projects include: a multicultural read-around-the world, collecting tokens from community businesses for the number of books read, character recognition awards.

Collaborative partnerships are also critical in supporting the socio-emotional wellness and development for our students. CVES applies the ThriveWay peer helper model, teaching students how to communicate with and support their at-risk peers. Additionally, Children's Hospital of Alabama provides body safety lessons, Backpack Buddies (Feeding America) provides food for weekend/breaks, and Big Brothers/Big Sisters of America also provides mentoring support for students.

3. Creating Professional Culture:

At CVES, all staff participate in relevant and job-embedded professional learning to improve professional practice. In order to provide teachers and staff members with voice in their professional learning, the leadership team reviews and analyzes technology and professional development surveys as well as results from our annual Title I Comprehensive Needs Assessment. Professional development is scheduled based upon what the school or grade level needs for each year. However, each teacher creates a yearly self-reflective Professional Learning Plan to ensure that professional learning transfers to practice.

There is a high level of self-reflection inherent at CVES, as evidenced by the high number (21%) of classroom teachers who are Nationally Board Certified as compared to the Alabama state average of 7%. CVES educators do not shy away from rigorous learning opportunities. The district removes obstacles (such as fees/subs) and administration provides encouragement as teachers sign up for multisensory instruction with Orton Gillingham, Language Essentials for Teachers of Reading and Spelling, and Alabama Mathematics Science Technology Initiative certifications.

CVES promotes a collaborative culture of learning through embedded Professional Learning Communities (PLCs). Administration and coaches provide teachers with on-going development focused on student achievement. To ensure all students' needs are met, individual and group data meetings are held regularly. The focus is to build capacity in professional decision-making in order to increase student achievement.

CVES PLCs are established based on school improvement goals in order to grow teacher leaders. Grade level and special area representatives meet monthly. Committee members participate in planning days with other teachers throughout the district to establish pacing guides and common summative assessments across the curriculum. These teachers then become teacher-leaders for their grade level, becoming subject area experts for their peers.

Providing teachers ongoing support and encouragement is a top priority. Teachers participate in instructional walkthroughs to promote the growth of pedagogy. Instructional coaches and administration complete Reading, Math, and Tier II walkthroughs. Immediate feedback, including detailed examples of instructional strategies, is provided so that teachers can replicate effective strategies. Mentors are assigned to new teachers to provide instructional support, feedback, and motivation. Coaching cycles are designed to help establish the growth and development of all teachers based on their individual needs. Individual needs are met through planning, modeling, side-by-side coaching, debriefing and reflection techniques which encourage collaboration between coaches and teachers. CVES values building capacity through a positive, collaborative school culture in order to ensure teacher recruitment and retainment.

4. School Leadership:

CVES leadership embraces a leadership philosophy where we are always learning, growing, and improving. Because CVES is a large school, administrators place value on distributed leadership. They depend on teacher-leaders dedicated to service, unity, and continual improvement. The School Leadership Team (SLT) is comprised of administrators, a reading specialist, counselors, grade level leaders, special area teachers, and PTO parent representatives. The purpose of the SLT is to create a positive school culture dedicated to meet the needs of all students. The SLT solves problems collectively and provides support back to their respective grade level or committee. Through transparent communication in the SLT, teachers feel valued which develops a foundation for collaboration.

Administrators also value the perspective that our students bring to the growth and development of our school. Third grade students are nominated to serve on the Principal's Advisory Board. Students facilitate questions, communicate concerns, and brainstorm ideas to improve instruction, take care of facilities, and promote teamwork. For example, this year our students made the case for new swings for the playground. We brought this to the attention of our district and swings have been purchased. Students have also made menu suggestions that have been implemented by the child nutrition program. This principal advisory board is also visible throughout the building. They serve as morning greeters and as tour guides for school-wide events.

Other roles of CVES administrators shift and adapt to meet the academic needs of a diverse learning population. They provide academic support through many other avenues: leading data meetings, serving as the lead learner in a PLC, chairing the Warrior Support Team, etc... In all these ways, administrators ensure that student need is kept as the top priority. The roles also shift to meet the social-emotional needs of teachers and students. By having an open-door policy, administration demonstrates approachability and openness. They provide a safe space for teachers who may be dealing with their own difficult emotional, family, or health-related needs. By being present during multiple daily functions (car rider arrival and dismissal, lunchroom, and bus supervision), students are provided access to trusted adults. Students look forward to these intentional warm welcomes and fond good-byes to know that they are loved and wanted at CVES. This is essential to building and strengthening relationships with students and families. Approachability and access create a culture that fosters the communication and collaboration that are cornerstones of CVES.

5. Culturally Responsive Teaching and Learning:

CVES strives to provide a culturally responsive environment in order to meet the diverse needs of our students' cultural, ethnic, and linguistic backgrounds. We celebrate students' individuality and recognize their heritage as a beneficial and integral part of our school community. Literature is an important source for culturally responsive teaching. It allows students to feel represented and valued when they are mirrored in the texts they read. For example, third grade teachers noted that one of the first pieces of Literature, Little Havana, reinforced the theme of pride in one's heritage. Spanish-speaking students were proud to share their knowledge of the Spanish language as the text progressed. This created engagement and community at the beginning of the year because all students saw themselves with something to contribute to the learning.

CVES is fortunate to have two full-time English to Speakers of Other Language (ESOL) teachers, one part-time bilingual ESOL teacher, and a full-time bilingual paraprofessional. The ESOL team collaborates with classroom teachers to provide scaffolding and support that enhances core content. Student needs are met through small group language instruction, newcomer classes, academic intervention, and inclusion support. As we seek to provide a safe environment, where our students learn, we are also sensitive to their socio-emotional wellbeing. To meet the demands of socio-emotional wellness, we have a bilingual therapist who serves our district. She is utilized to support students as they acculturate into our school.

Technology is also a tool that can help us ensure equal access to content. Instructional intervention programs for literacy and math, such as Lexia and Dreambox, are accessible in multiple languages. Using Chromebooks as a mobile tool allows home access that can be utilized on a regular basis as well as E-learning days. In addition, these multi-language programs offer parents a way to understand what is being taught in the classroom. Technology provides equity to our students with characteristics of dyslexia or who are dual served by special education. We provide Google extensions that support read aloud and text-to-

speech as well as a subscription-based service to audiotext for students who need support in accessing content.

In order to prevent academic regression, select students are invited to participate in a summer literacy and numeracy camp. This month-long camp provides transportation, breakfast, and lunch which helps remove barriers to attending camp. Throughout the camp, teachers are able to provide academic vocabulary and language support for all learners.

PART VI - STRATEGY FOR EXCELLENCE

Over the years, CVES has been a trailblazer with our intentionality toward student success. Every child is seen, valued, and supported as a unique individual. For example, while legislation now requires a summer literacy/numeracy camp, CVES has been doing this for years. In 2019, we received the CLAS School of Distinction Award for our “Jumpstart” Summer Enrichment Program which was designed to give strugglers a jumpstart into the following grade. We are also a trailblazer in our commitment to intentionality as we look at the “whole child” through the lens of a Multi-Tiered System of Support (MTSS). CVES has been using this framework long before it was the norm in Alabama.

Previous Response-to-Intervention models at CVES depended on teacher referrals only. As CVES began to utilize universal screening data with intentionality, they gave careful consideration to all students scoring below the 25th percentile. These names went onto a spreadsheet confidential to only the leaders of the Warrior Support Team (WST). Classroom data, such as developmental benchmarks, and state standardized test data were added to give a more comprehensive view of academic progress.

Next, other social and emotional risk factors were added. Had the student previously been retained? Had he failed the screener for characteristics of dyslexia? Did he have a 504 or medical need? Were counselors aware of other at-risk situations, such as being homeless or emotional trauma that might impact learning? Knowing that these invisible risk factors can also impact academic performance, they were important to acknowledge. On the spreadsheet, points for risk in any of the academic or social-emotional categories were tallied so that concern could be ranked and identified. Teacher and parent concern were also factored into the ranking.

Quantifying risk in this way allowed CVES to identify students that were in danger of falling behind academically who had not been identified by teachers. Student need could be more clearly discerned. This created the opportunity for powerful conversations between the WST and teachers. These coaching conversations built collective efficacy as teachers developed a common understanding of (the often invisible) risk-factors that compound academic concerns. Over time, having an equitable referral system that looks at the whole child benefited the school by ensuring that each child was seen, valued, and received timely intervention right at the point of need.