

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2018 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.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2012 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2013, 2014, 2015, 2016, or 2017.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

DISTRICT

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	18	9	27
K	29	31	60
1	29	25	54
2	28	21	49
3	25	30	55
4	38	28	66
5	33	33	66
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	200	177	377

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 15 % Black or African American
 - 34 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 50 % 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 2016 – 2017 school year: 9%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2016	387
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

6. English Language Learners (ELL) in the school: 15 %
58 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 100 %
Total number students who qualify: 377

8. Students receiving special education services: 13 %
48 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>1</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>3</u> Developmentally Delayed | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</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: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 19:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2017.

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

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

Yes No

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

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

"Building the Future" by providing the best education possible through a partnership of community, home, and school!

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

PART III – SUMMARY

Clement Elementary was established in 1925, and is located in Sampson County at 3220 Maxwell Road, Autryville, NC. Incorporated in 1891, Autryville is located on the west side of Sampson County, along the banks of the South River. The community demographics consist of 50% Caucasian, 25% African-American, and 25% Latino. Most of our family's annual income is below the state median income. Our school sits in the middle of the rural countryside where there are no industries, shopping centers, or businesses. Most of our families either farm or work outside of the Clement community. The families that live in our school district are very hardworking and supportive of the school. Most of the families have generations of family members that have attended Clement Elementary and are actively involved in ensuring that the needs of our students are met socially, emotionally, and academically. The community is very proud of the school and its accomplishments.

Since our school is located in a rural farming community, one challenge involves the transient and migrant Hispanic students. As a result of their parents seeking seasonal employment, the constant moves these students encounter affect their attendance and educational experiences. Also, their parents' inability to speak and understand English limits additional parental educational support at home. We have addressed this issue through our English as a Second Language Program and extended migrant liaison services which provide support for our students and parents.

Clement Elementary currently has 377 students, 200 males and 177 females in grades Pre-Kindergarten through fifth. The largest ethnic group is White (189), followed by Hispanic (126), and African-Americans (44). Two other ethnic groups represented in our school include Native Americans (2) and Multi-Racial (16). Our office staff consists of a principal, one administrative assistant, and one full-time guidance counselor. Homeroom teachers include two Pre-Kindergarten teachers with two full-time instructional assistants; three Kindergarten teachers with three full-time instructional assistants; three first grade teachers with one instructional assistant that is shared; three second grade teachers; three third grade teachers; three fourth grade teachers, and three fifth grade teachers. Our Exceptional Children's Department consists of two full-time teachers and two full-time instructional assistants, with part-time services from a Speech/Language Teacher, an Occupational Therapist, Physical Therapist, and a Visionally Impaired teacher who provide direct services and are shared with other schools within our county system. Our staff also includes a part-time music and art teacher, a full-time physical education teacher, one part-time English as a Second Language teacher and English as a Second Language instructional assistant, and one media specialist. We have two custodians and five cafeteria workers. We also have direct services from a migrant liaison who conducts home visits, provides educational materials and tutoring resources, and coordinates personal services as needed such as medical assistance. A school social worker and School Resource Officer are available once a week and as needed. Our school nurse is on campus two days a week and available per a phone call.

Clement Elementary provides many opportunities for parental involvement. After a comprehensive review of our parent surveys, we have incorporated additional activities for extended stakeholder involvement by forming community partnerships for additional academic support. Some of the activities provided for parental involvement are: Parent Teacher Association meetings and programs, annual breakfast for parents and grandparents, Scholastic Book Fair, Fall Festival, and the use of parent volunteers in the classrooms and at various school functions.

In addition to our regular rigorous educational opportunities provided by our highly qualified and dedicated staff, we also provide these activities and services to assist in meeting the diverse needs of our school population: After School Care Programs, King and Queen Competition, Red Ribbon/Spirit Week, Field Day, Reward Field Trips, Terrific Kids, Student of the Month, Accelerated Reader Recognition, educational field trips, Superintendent's List/Principal's List/Honor Roll Ceremony each nine weeks and Character Education.

A comprehensive analysis of trends in our school and community are completed on a regular basis. Multiple surveys, assessment data, Parent Teacher Association meetings, School Improvement Team

meetings, and faculty meetings are conducted and analyzed to identify strengths, weaknesses, and areas of need for continuous improvement.

Clement Elementary School's vision is Home, School, and Community - the Triangle of Success. Our mission is: "Building the Future" by providing the best education possible through a partnership of community, home and school! The faculty and staff members of Clement Elementary School strive to promote the total growth of each student by providing a well-rounded education. We believe all students can learn and that the total development of the student should include academic, physical, social, emotional and aesthetic growth. To offer the best education possible for our students, we encourage involvement and participation from parents and the community. Through a collaborative effort of parents, community, faculty and staff members at Clement Elementary, we feel our students will be prepared to live as responsible citizens in the 21st century. Clement Elementary School provides a variety of academic and extracurricular activities to involve all stakeholders. There is a continuous effort to keep parents informed of student progress and educational opportunities through our Blackboard Messenger, Parent Involvement Calendar, and emails, Parent-Teacher Conferences, Open House and Family Nights. To foster student success, our faculty provides instructional guidelines and requirements on student performance and educational initiatives on a regular basis. Parents are provided hard copies of student handbooks for reference as well as receiving information available on our school website. Each parent is provided a copy of the North Carolina Report Card that indicates Clement's student progress in reading, math and science compared to other school districts and the state. Faculty and staff participate in a variety of research-based staff development - such as RtI (Response to Instruction), SIOP (Sheltered Instruction Observation Tool), NC Common Core & Essential Standards, NC Falcon, TESOL (Teaching English to Speakers of Other Languages), PBIS (Positive Behavior Interventions and Supports), MTSS (Multi-tiered System of Support), and grant writing to assist students in continuous improvement. Clement Elementary School has seen the overall school performance composite increase from 60% in 2014-15 school year to 86% at the end of the 2016-17 school year. Recently Clement Elementary School was recognized as a Distinguished Title I School nominee for North Carolina and currently has been recognized as a National Blue Ribbon School nominee. Last school year Clement Elementary School exceeded growth and met all the Annual Measurable Objective targets (15 of 15). Our School Performance Grade for the 2016-17 school year was an A+ with NG (no academic performance gaps in student subgroups). During the two previous school years there has been a significant increase in our reading, math, and science end of grade test scores.

At the end of the 2014-2015 school year the Proficiency Composite for Clement Elementary was 59.7. Our Reading proficiency was 61.0, Math was 60.0, and Science was 52.4. Clement Elementary did not meet growth and received a School Performance Grade of C.

At the end of the 2015-2016 school year the Proficiency Composite for Clement Elementary was 75.1. Reading proficiency was 69.9, Math was 79.1, and Science was 78.7. Clement Elementary exceeded growth with a School Performance Grade of B.

At the end of the 2016-2017 school year the Proficiency Composite for Clement Elementary was 85.7. Reading Proficiency was 84.1, Math was 85.0, and Science Proficiency was 94.7. Clement Elementary exceeded growth with a School Performance Grade of A+ with NG (no academic performance gaps in student subgroups).

The faculty and staff of Clement Elementary, partnering with the community, businesses, and parents, are making a positive difference in the lives of students as evidenced by the success students are achieving. The mission of the school is being realized and accomplished at Clement Elementary! Other notable areas of achievement and improvement include an increase in technology/library resources and 100% of our staff is highly qualified. Clement Elementary School's faculty has been recipients of numerous grants to advance academic achievement. In addition to our grants, successful fundraising and community support has provided monetary assistance to enhance 21st century learning.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Clement Elementary School adheres to the National and State Standards and we work together as a staff to decide the comprehensive curriculum and how to make sure it best benefits the children we serve. All curricula are aligned to the NC Common Core and Essential Standards for the four core areas. As a staff, we work hard to ensure a curriculum that best meets the needs of all learners. We conduct data meetings to gather the academic and social strengths and weaknesses of all students. Once teachers have collected the data, we research best practices and instruction is tailored to the needs of each student and class. Instruction is presented through whole group instruction, small group instruction, and independent practice.

Standards for Reading/English Language Arts include Informational and Literacy, which includes Reading Foundational Skills in K-5, Writing, Speaking and Listening, and Language. Expectations build from kindergarten through fifth grade and are based on the NC State Standards (NCSS) for English Language Arts (ELA). Standards follow a progression toward College and Career Readiness. Integrating strands to create rich tasks for students addresses several standards at once. The Unpacking document elaborates upon standards students must know, understand and do, facilitating discussion among Literacy Team members to encourage cohesion from kindergarten through fifth grade.

Math standards include the following concepts: Numbers and Quantity, Algebra, Functions, Modeling, Geometry, Statistics, and Data. We emphasize mathematical reasoning, problem-solving, and communication from kindergarten through fifth grade. We want students to experience mathematics as a creative, sense-making venture of solving challenging, real-world problems individually and collaboratively. We expect students to develop in all strands of mathematical proficiency – conceptual understanding, procedural and computational fluency, strategic competence and reasoning. Development of number sense and insight into patterns and relationships that lead to computational and symbolic fluency are essential for effective problem solvers. Computational fluency includes accuracy, efficiency, and flexibility.

Core content concepts for Science cut across the disciplines for Earth Science, Life Science, and Physical Science. The following content areas are tiered so that students at each grade level build knowledge upon prior knowledge: Force/Motion, Matter: Properties and Changes, Earth Systems, Structures and Processes, Structures and Functions of Living Organisms, Molecular Biology/Genetics, Ecosystems, and Energy. Our focus on Science, Technology, Engineering and Mathematics (STEM) allows us to engage students in hands-on, inquiry-based instruction, critical to conceptual understanding of science content. Outside partners support teachers by setting up materials in the STEM lab setting, facilitating the use of interactive learning for students.

Based on Social Studies Essential Standards, K-3 students develop the ability to demonstrate chronological thinking as it relates to history. Fourth grade explores disciplines of History, Geography, Civics and Government, Culture and Economics through the context of North Carolina. Fifth grade focuses on United States History Pre-Colonial through Reconstruction, Government and General Assembly Laws. Our social studies program prepares students to be active, informed, and responsible citizens. Through individual and group inquiry, students examine a broad range of peoples and cultures.

At-risk students are targeted through a Flexible Grouping Block for forty-five minutes daily for ELA and forty-five minutes daily for mathematics. Students are grouped by skill need and level. During our Professional Learning Communities (PLC), we look at formative and summative data to form groups in both literacy and mathematics. In addition to the Flexible Grouping Blocks, students are provided additional support in literacy and mathematics using retired teachers as tutors. We also provide an extended school day once a week for students that are struggling to achieve grade level proficiency.

Within the four core areas and during our resource blocks all of our teachers as well as our guidance counselor ensures that the curriculum being taught supports college and career readiness. Our K-2 teachers are ensuring that students are attaining the literacy and math skills needed to be successful as students move

to middle and high school. Although it may be difficult for some of our K-2 students to understand college or career readiness, we can help them develop the skills needed down the road to be successful as an adult. Teachers incorporate in their lessons goal setting, safe and healthy life choices, planning for school success, skills needed for school success, working together, career paths, making connections, and developing high expectations. Our guidance counselor and media coordinator also present lessons each month to our students focused on college and career readiness. In our 3-5 grades students complete educational goal-setting assessments and self-assessment inventories to help them gain an understanding of interest as it relates to college or careers. As a school, we have college day and each year our fifth grade class visits a college. We also have career day and invite professionals from various careers to speak to all our students.

At Clement Elementary, we have an outstanding NC Pre-K Program designed to provide high-quality educational experiences to enhanced school readiness for eligible four-year-old children. Our Pre-K is built on the National Education Goals Panel's premise that to be successful academically in school, children need to be prepared in all five of the developmental domains that are critical to children's overall well-being and success in reading and math as they enter school. The Pre-K program focuses on approaches to play and learning, emotional and social development, health and physical development, language development and communication, and cognitive development.

Our Pre-K teachers deliver lessons utilizing the Curriculum Creative to ensure that a high-quality pre-kindergarten classroom experience is provided for their students. Our kindergarten teachers and Pre-K teachers plan together to ensure our Pre-K students are prepared for kindergarten and a smooth transition takes place.

2. Other Curriculum Areas:

Clement Elementary follows the North Carolina Essential Standards for the Arts, Music, Health and Physical Education. Foreign Language has not been part of our elementary education program. We have an English as a Second Language teacher that travels between two schools and provides instruction for our ELL (English Language Learner) students. We also have an Academically and Intellectually Gifted teacher that provided enrichment for our identified AIG students.

Art and Music are offered once a week for all our K-5 students. The instructional time for Art and Music is forty-five minutes. The Art teacher and Music teacher follow the state prescribed standards for their core areas. They ensure that students achieve these standards through projects, school programs, cooperation with other core teachers integrating Art and Music into other content areas, as well, as formative and summative assessments. The Art and Music teachers cooperate with the Sampson County Arts Council to bring cultural experiences to our rural area that students would not otherwise have the opportunity to engage in.

Learning in the arts nurtures active engagement, disciplined and sustained attention, persistence, and risk-taking. It also encourages creativity, improves problem-solving skills, and facilitates working within a large group of students to accomplish a goal.

All students at Clement Elementary are engaged in Physical Education with our PE teacher once a week for forty-five minutes. The Physical Education teacher engages students in movement, endurance, coordination, as well as games, which promote social skills and physical skills. All students are assessed by the PE teacher by performing skills rooted in the curriculum. During the other four days each week students are engaged in physical education, which is provided by their regular classroom teacher. Classroom teachers provide daily recess for thirty minutes. Research supports that healthy, active, fit children perform better academically, so keeping students safe, healthy, and ready to learn is our primary responsibility. In order to provide optimal PE experiences, our PE teacher and classroom teachers have written grants to provide equipment for students to use during their physical education time in the gym and in the classroom. This equipment helps to ensure components are in place to provide our students with a quality physical education program.

Our fourth and fifth grade students also participate in Health once a week for forty-five minutes. Our PE teacher follows the NCSCS for health education and recently Sampson County Schools received a grant to fund puberty training for our fourth and fifth grade students. In health education, there is a major focus on

critical thinking skills, such as decision-making, communication, and goal setting. Knowledge in itself does not change behavior; learning and practicing skills promotes the adoption of learning into daily life.

All of our K-5 students are provided with two forty-five minute blocks each week in the computer lab. During this time our classroom teachers and computer lab facilitator provides instruction using Imagine Learning, Brain Pop, Flocabulary, ABC Ya, and other research based curricular. During the computer lab, time students are provided lessons, enrichment, and project-based learning. Sampson County Schools partners with Imagine Learning to provide students with explicit, systematic, personalized learning in all areas of reading instruction. It is designed to specifically meet NCSS. Students who meet weekly time goals based on a placement skills assessment go on to work on independent projects that correlate with current ELA, math, science and social studies units of study. In addition to the lab, each grade level has a computer cart consisting of 25 HP Streams available for use in their classroom, a teaching station laptop, data projector, and SMARTboard. Teachers were trained to incorporate SMARTboard activities that engage learners in a multisensory manner. Each classroom also has four to six Ipads available for digital learning. Students use Ipads to read eBooks, practice foundational literacy skills, instructional games and activities during learning center time.

Our Media Coordinator and Guidance Counselor work together to provide our K-5 students with one forty-five minute block of instruction each week in topics related to digital learning, internet safety, character education, bullying prevention, goal setting, literacy projects, self-assessment inventories, and college and career readiness activities. Our Media Coordinator and Guidance Counselor also work with classroom teachers to incorporate their activities with lessons being taught in the regular classroom. This teamwork among the teachers enhance the instruction and resource time for students by making lessons meaningful both in the classroom and during the student resource time.

Two years ago, we found that there were three population groups within the school struggling to meet growth standards. Those three groups were our Exceptional Children students, English as a Second Language students, and Academically or Intellectually Gifted students. At Clement, we developed a schedule where our Exceptional Children teachers and assistants, our English as a Second Language teacher and assistant, and our Academically or Intellectually Gifted teacher push in to the regular classrooms to provide classroom teachers with additional support. The regular classroom teachers and resource teachers plan together each week to ensure students are getting the best possible education and that data is discussed to make sure these three groups of students are meeting or exceeding growth. This approach has allowed Clement to have no academic performance gaps within our subgroups and all subgroups are now exceeding growth.

3. Instructional Methods, Interventions, and Assessments:

Over the last two school years, Clement Elementary has implemented several school-based programs that has led to student success. Student data results show that 25% of the students at Clement were performing below grade level just two years ago, and many of our minority students were performing well below other sub-groups at the school. The data indicated we were struggling as a school and strategies were needed to improve student proficiency results. The Leadership Team met and developed five strategies to implement school-wide. The goal was to improve student achievement results and develop processes to monitor the effectiveness of the strategies. The five core strategies are: 1) eliminate interruptions during the school day, 2) provide teachers with common planning time and require PLC's across the curriculum, 3) each grade level will meet with the principal twice a month to conduct data meetings using real time data to develop lessons and drive instruction, 4) provide remediation for all students not at grade level and accelerate high performing students, and 5) increase technology by purchasing student laptops and classroom Smart Panels to give students more opportunities to engage in the lessons with hands-on activities.

Our school started an after-school remediation program for all students that are performing below grade level. Teachers volunteer their time and our only cost is paying bus mileage and drivers to transport students home since the program was beyond the normal instructional day. Students are identified using previous school year student test results and current school year teacher observations and assessments. These data sources include EVAAS, End of Grade test results, Benchmark data, K-2 Assessment results, DIBELS,

mClass data, teacher test and observations. Every Tuesday approximately 25% of our students stay after school for one hour receiving additional help. The teachers meet with the principal every two weeks to examine data and assess student progress. The program impacts all subgroups of students and have closed the achievement gap at our school.

We also started a program using Title I funds to provide reading and math remediation during the regular school day. Retired teachers are working 30 hours a week tutoring students that are struggling in the classroom and on assessments. Classroom teachers are working with the retired teachers to provide data and assessment reports to help with tutoring instruction. We met with the School Improvement Team and developed a new daily schedule to incorporate the tutoring time for students. Teachers, tutors, and parents will communicate to ensure student needs are being met. This program is data driven based on EVAAS and EOG data.

Our data indicated that many of our ESL students were struggling in the classroom. We researched several programs and decided based on our research Imagine Learning would be a great resource for our students. After using Imagine Learning last school year, we were able to see great gains in our ESL student's academic performance. Over one-half of our non-proficient students in 2015 passed the End of Grade test last school year. All K-3 students and K-5 ESL students are required to log at least 70 minutes a week using the program. The program focuses in literacy and comprehension. Our K-2 assessment data shows improvement in our reading levels comprehension. Every other elementary school in Sampson County Schools is using this program as well.

Finally, we needed a program for our grades 2-5 that will help us as a staff to assess students with the ability to drill down and show us the objectives and/or content that students were having difficulty mastering. After researching several programs we as a staff decided to try Mentoring Minds. This program provides our teachers with a resource that helps in language arts and math with instruction and assessments that are on-line. Teachers are able to pull student reports and develop remediation plans based on the reports. The program provides real time data for our teachers that aligns to our standard course of study.

In conclusion, we have focused on a few practices such as remediation, tutoring, and programs that can provide immediate data to guide our teachers in instruction and re-teaching. The results have been amazing. Clement is now one of the few schools with the A+NG grade improving from a "C" grade two years ago, improvement of 26% on student proficiency in two years, and exceeded student growth last school year.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Clement Elementary School, we realize that kids want to be loved and appreciated. Some of our students face challenging situations when not at school and we want to make sure students know we love and value them. We are not only at school to teach them the curriculum but also to make sure they have food, clothing, and shelter. Our principal, social worker, guidance counselor and school nurse have received Youth Mental Health Training. Each morning our staff is at the bus parking lot, car-rider area, and in the hallways welcoming kids to school. We are a community school that believes in family and supporting all students academically, socially, and emotionally. We are constantly having conversations with students about school, family, and life goals. When we are not at school and are in the community whether at the grocery store or restaurant we see our students and treat them like family. Our students and parents know we offer a safe, nurturing, and loving environment. We have a guidance counselor available at all time to counsel with students. Our school social worker meets with parents each week to discuss attendance and any issues that may impede student success. The school nurse is always available to check the physical well-being of students and reach out to parents if their child is sick or injured.

Our principal has an open-door policy where the staff can meet with him and discuss issues or concerns. The school leadership supports the staff personally and professionally. Many of our staff have families and the principal has always made it clear that family comes before job. Things have to be well at home in order to be effective as a teacher or staff member. Our principal has high standards but the standards are fair for everyone and promotes a positive work environment. He meets with each grade level bi-weekly to discuss individual student performance and needs. We discuss data sources and student progress. We are a school driven by data and are having data talks whether it is in the principal's office, classroom, hallway, gym, playground, or cafeteria.

Clement Elementary School has always been a good school but the goal has been to make it a great school. Community support has been in place but the focus on academics had been missing. At every parent meeting, the principal talks about student data, attendance, and goals for our students. His goal has been to shift our mindset from just being a good school to a school where all students are pushed to achieve greatness. With the mindset shift, our student proficiency score has improved 26 points and we are an A+ with NG (no academic performance gaps in student subgroups) school. However, we can still do better.

Each month the principal holds student meetings with our 3rd-5th grade students to discuss expectations, provide feedback, and encourage students to keep working hard in the classroom, treat each other with respect, belief in themselves and their teachers. Every student knows where we are academically and where we are striving to go as a school. They understand we have high expectations for them. Our students want to be the best school in the county, region, state, and nation.

2. Engaging Families and Community:

Clement Elementary School has always enjoyed the support of the community. We have a strong Parent Teacher Association that meets on a regular basis to provide input. Our local businesses continue to provide resources for our students. Churches in the area also help with making sure the well-being of our students are being met. Some of the resources and activities include the following: Bright Idea Grant opportunities, Friends of Education funding opportunities, and Simple Gift funding opportunities. These three organizations provide grants to help meet our needs with technology and classroom materials. Other businesses in the community provide paper and financial support for teachers and classroom projects. Our local Clement Fire & Rescue Department, Sheriff's Department, and Social Service Department provide support throughout the school year.

As a school, we provide many opportunities for families to get involved in their child's education. Some of the activities include: Backpack for Buddies, ESL Parent Night, Curriculum Night for Parents, Muffin's for Moms where we invite all moms to eat breakfast at the school with their child, Doughnuts for Dads

where we invite all dads to eat breakfast at the school with their child, and Goodies for Grands where we invite all grandparents to eat breakfast with their grandchild. We also participate in See You at the Pole and parents are invited. Other activities include Student of the Month, Terrific Kids, Character Education, Multi-Cultural Awareness Program, Red Ribbon Week, Christmas Programs, Award Ceremonies, Read Across America, Jump Rope for Hearts, Pennies for Patients, and Battle of the Books.

We strive to make sure our PTA and community leaders have a voice at Clement. We have made a commitment to having only one fundraiser each school year. We depend on our parents and community to support the programs in our school and a large part of providing resources to our teachers is met by our PTA. The principal reached out to all our parents either by telephone or face to face meetings, and gave them an opportunity to talk about their perception of the school. After these conversations, the principal met with our School Improvement Team and parent Teacher Association to discuss direction for the school. Parents and community members were committed to helping us improve the school. We talked about student performance and our goal for success. The groundwork was laid to have discussions about needed resources and our plan of action. Both our School Improvement Team and Parent Teacher Association supported the mission and vision for the school and has worked tirelessly to make sure they support us. Last year our Fall Festival (our one fundraiser) raised over \$40,000 and the PTA voted to provide the school with this amount to purchase technology and help fund our remediation program. Parents and community members see this investment has paid off with improved student performance. There is evidence that their support has helped our school achieve the best student test scores in the county and most of our students are at grade level. There is an excitement and commitment to success because our community can visibly see improvement and they were a part of the plan to help improve our school. With the excitement, we have seen an increase in parental involvement as well as community involvement. As we continue to improve, families now feel involved in our school and they are out recruiting other families and community members to get involved. With additional involvement, our Fall Festival raised \$40,000 last school year, increased from \$30,000 two years ago. Families can see that their support is helping Clement Elementary attain levels of success not reached in past years.

In addition to financial support, we have also involved parents and community in curriculum decisions. Each year we have several curriculum nights and parents are encouraged to provide input during these meetings. We have taken a team approach with our goal to involve all stakeholders in improving our schools. The proof that there is positive collaboration with our families and community can be seen in our academic record last year and the support we continue to receive this school year. The best is yet to come.

3. Professional Development:

Below is a list of Professional Development that supports our efforts to improve student achievement. Teachers participate in these professional development activities each school quarter:

Multi-Tiered System of Support (MTSS) and Response to Instruction (RtI):

An intervention system with a continuum of supports that responds to the learning needs of all students whether they are struggling or have advanced learning needs. The system includes multiple strategies and interventions provided at each tier. Teachers continue to be provided with staff development in the MTSS and RtI Models to enhance instruction and to use data to identify appropriate tiers for learners that are struggling. We use the data to place students in the correct tier and provide strategies to help them be successful.

Positive Behavior Interventions and Supports (PBIS):

As a school, we use PBIS to establish the behavioral supports and social culture that is needed for all students in a school to achieve social, emotional and academic success. PBIS is an evidence-based framework for developing positive behavior, and is used in our school to create a positive climate for learning. As previously stated, Clement Elementary School had zero discipline referrals last school year. Students that understand appropriate behavior and model those behaviors can be successful in school and life.

Imagine Learning and Mentoring Minds:

We receive several professional development opportunities each school year to participate in Imagine Learning and Mentoring Minds PD. Teachers are provided training on how to use the programs and the reports within the programs to enhance student learning and outcomes. Data provided by these programs are used to identify students that need additional instruction in content areas and/or objectives.

Professional Learning Communities (PLCs):

As a staff we meet weekly as a group of educators and share our expertise, and work collaboratively to improve teaching skills and the academic performance of students. Prior to these meetings, our staff is provided with PD in PLCs to ensure that the meetings were productive and student focused. We trained on how to conduct meetings, data to be used, and how to set goals and outcomes to improve student achievement. Currently we participate in both vertical and horizontal PLCs. Our teachers have also visited other schools in the district to participate in PLCs.

Data Driven Decision Making & Data Literacy:

A large focus at Clement has been on making decisions based on student and school data. Over the last two years, the principal has provided Data Driven Decision Making PD to our staff. We use benchmark data, formal and informal assessments, progress reports, report cards, and EVAAS (Education Value-Added Assessment System) predictor data when making decisions about students and their instructional needs. This professional development has helped our teachers better understand the whole child and how we as a staff can meet each child's needs.

Although it appears to be a rather long list of professional development, most of the training correlates with each other. Each of the professional development opportunities relate to how to use data to improve student performance. To ensure that the professional development is having an impact on instruction, we evaluate student performance using classroom outcomes, benchmarks, and End of Grade Test data.

Professional Development at Clement Elementary has focused on achievement, using data, and how we can best improve instruction in the classroom. Due to this focus, student achievement has improved. Based on the increase in our student proficiency scores (60% in 2015 to 86% in 2017) and exceeding academic growth, it appears that the professional development has had a positive influence on teaching and learning. We have also improved from a state school grade of C in 2015 to a state school grade of A+NG in 2017.

The bottom line is that we are always looking at data, providing training for improvement, and ensuring teachers are given the best tools available to teach each day. We continue to monitor student performance and are always looking for ways to improve. As we add strategies we know will help our students succeed, we have also eliminated programs and practices that data revealed to us were not effective.

4. School Leadership:

Our current principal has been at Clement Elementary for the past two school years and things have really been moving. During the first few weeks on the job, he met with teachers and community leaders to gain an understanding of the school and to share his vision for the students. He made it clear that our school would be data-driven and results-driven. The new administration leads with an urgency that all kids can be successful and we do not have time for failure. He knows every student by name and his or her academic level. The principal is always talking with students in the hallway, playground, gym, cafeteria, classroom, or office. He pushes students and staff to only accept the very best. He has made it clear from his first day on the job that every kid can be successful, growing academically, and at grade level.

Our principal encourages us to be risk takers for our students and promotes innovation, teamwork, and a positive working environment. The philosophy of hands-off management is seen in the hallways, in the committees, in every facet of the school. Meetings with our principal are open and honest. He encourages open communication and transparency. These traits have fostered a school with great camaraderie and unity. Our staff is encouraged to create, modify, delete, and suggest in all areas of the school, and they do so with professionalism and enthusiasm. Our principal trusts his staff on minor and major issues to ensure student achievement.

Our principal encourages staff members to visit other high performing schools in our district for collaboration and exploration. Innovative ideas noted from these visits are shared with all staff. Our principal encourages teachers to brainstorm ways to enhance student achievement, and pushes teachers to apply for grants from all sources. These grants have yielded Smartboards, laptops, laptop carts, Ipads, a classroom teaching resources.

The school's lead teachers take on numerous responsibilities. Some examples are weekly PLC meetings to diagnose successes and deficiencies and help drive instruction in our school. Our budget committee, consisting of certified and noncertified staff, work together to ensure that local funding is allocated in the most efficient manner to meet the needs of our school. Our School Leadership Team (elected community members and staff) meets monthly to advise and discuss matters pursuant to our school. The Media Technology Advisory Committee (MTAC) serves to strengthen the media and technology program and in turn strengthen the total instructional program in the school. In order to support teachers and students more effectively, we are beginning a problem-solving team focused on student behavioral issues. This will assist us in tracking successes and failures in our behavior plan. Trained staff members meet and review individual cases to assist the teacher with possible solutions.

Our principal is an instructional leader that leads teachers in their classroom by being visible each day and providing support. He is not trapped in the office because he wants to be in the trenches with the teachers. He gives the staff credit for the improvement in student performance and shoulders the responsibility when things do not always go well. Our principal supports us when issues arise and treats us as professionals. These leadership traits have greatly improved the climate and culture of the school and impacted student success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

When our principal came to Clement Elementary School two years ago, he met with teachers, parents, and community leaders to seek input on how to improve student performance and increase parental and community support. Data indicated that one-fourth of our students were performing below grade level. After meeting with teachers, parents, and community leaders, our principal then met with our School Improvement Team and Title I Parent Involvement Team to present a Plan of Action to increase student performance as well as increase parent and community support for our school. The most valuable practice we developed was data-driven decision making. By analyzing data, we developed academic plans and assessments that provide evidence of learning targets. Our planning, instruction, and assessments are data-driven and outcome-based.

At Clement Elementary School, we are dedicated to teaching the North Carolina Standard Course of Study from bell to bell each day. We focus on all students and our goal is to provide the best possible education for all students. We used our End of Grade test data, EVAAS (Education Value-Added Assessment System) data, and classroom assessments to identify students that were not performing at grade level. Those students consisted of 25% of the student body or roughly 100 students. All 100 students were required to attend our After School Remediation Program. Each Tuesday afternoon students would stay after school for extra help and be provided with assistance. Every teacher volunteered his or her time each Tuesday to provide additional instruction. We used part of our Title I budget to provide transportation for students participating in the program. The cost was to pay for mileage and drivers to take students home beyond the normal instructional day. The teachers and the principal would meet bi-weekly to monitor progress. Parents were also invited to discuss their child's progress. Last school year, 90% of our students that participated in the remediation program achieved at least grade level on the End of Grade test. We have budgeted Title I money to sustain this program along with help from our Parent Teacher Association.

In our K-2 program, we have solicited the help of parent volunteers, churches, and community leaders to come to school weekly and read with students that are struggling readers. This program provides students with the opportunity to work one-on-one with an adult each week. Many of our students do not read at home and by providing this opportunity it helps ensure all our K-2 students are reading daily.

Every nine weeks we administer benchmark tests to our students. At the completion of the tests, we analyze the data and share the results with our students. We use the data to improve instruction and motivate our students.

Clement Elementary School has always been a good school, but the goal is to make it a great school. Community support has been in place, but the focus on academics has been missing. At every parent meeting, teachers and the principal talk about student data, attendance, and goals for the student. There is a shift in our mindset from just being a good school to a school where all students are pushed to achieve greatness. With this mindset shift our student proficiency score has improved 26 points and we are now an A+NG school. We still continue to work and set goals towards continued improvement.

Each month we have student meetings with our 3rd – 5th grade students to discuss expectations, provide feedback, and encourage students to keep working hard in the classroom, treat each other with respect, and believe in themselves and their teachers. Every student knows where we are academically and where we are striving to go as a school. They understand we have high expectations for them. Our students want to be the best school in the county, region, and state.

We start school each day at 7:50 am and dismiss at 3:00 pm. Our teachers, students, and parents understand we are working from bell to bell. Our attendance is great because parents support our efforts to instill in the students the value of a great education. Once the school day starts, we do not interrupt the classrooms with announcements or conferences. Students do not walk the hallways wasting time and inappropriate behavior is addressed immediately. Last school year our student discipline was great as no student received a disciplinary action form. We have a no nonsense approach where teachers are teaching with high expectations and students are attentive and giving their best effort.

Our principal makes it a practice to visit classrooms daily to inspect what is expected. Teachers are very comfortable with the principal being in their classrooms. They understand he is there to provide support. This gives him a chance to pat students on the back, as well as, teachers to let them know what a great job they are doing.

Clement has been able to close the achievement gap by closing the expectation gap. We work with our parents and community to establish high standards. Our entire Title I budget and PTA budget is used to increase student performance and ensure success. Teachers work hard and believe in their students. We are proud of our accomplishments but understand we can get better. Our goal this year is to improve to 88% proficient as a student body and exceed growth. Ultimately, our goal is for all our students to be proficient and exceed growth in the classroom. What we have in place is working as we have increased our proficiency from 60% two years ago to 86% last school year. We have made a commitment to sustain these strategies and programs with PTA funds (\$35,000 a year), grants (\$10,000 a year) and Title I funds.