

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Ms. Christina Walls Spivey

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

Official School Name Hampton Cove Elementary School

(As it should appear in the official records)

School Mailing Address 261-A Old 431 Highway

(If address is P.O. Box, also include street address.)

Owens Cross Roads AL 35763-9261
City State Zip Code+4 (9 digits total)

County Madison County

Telephone (256) 428-7180

Fax (256) 428-7181

Web site/URL

<https://www.huntsvillecityschools.org/schools/hampton-cove-elementary>

E-mail christina.spivey@hsv-k12.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Mrs. Christie Finley

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail christie.finley@hsv-k12.org

District Name Huntsville City School District Tel. (256) 428-6800

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mrs. Beth Wilder

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

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

Date _____

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

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 20 Elementary schools (includes K-8)
 - 11 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 37 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	50	47	97
1	41	46	87
2	51	52	103
3	52	32	84
4	52	39	91
5	63	61	124
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	309	277	586

*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):
- 2 % American Indian or Alaska Native
 - 4 % Asian
 - 9 % Black or African American
 - 4 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 0 % 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 2017 – 2018 school year: 8%

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, 2017 until the end of the 2017-2018 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	44
(4) Total number of students in the school as of October 1, 2017	523
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: 2%
9 Total number ELL

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

German, French, Spanish, Korean, Chinese, Romanian

7. Students eligible for free/reduced-priced meals: 6%
Total number students who qualify: 33

8. Students receiving special education services: 11 %
64 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>12</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>13</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>22</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</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: 1
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	96%	97%	97%	97%	96%
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 2018.

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.

The mission of Hampton Cove Elementary School is to provide opportunities for success by achieving excellence in academics, while building honor and character in all students.

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

Hampton Cove Elementary School (HCES) is located in a planned community in a suburb of Huntsville, Alabama. There are twenty different neighborhoods offering different living options, which include estate luxury, family, patio, and town homes. Redstone Arsenal, Marshall Space Flight Center, and Cummings Research Park are located nearby. These government and research facilities employ a large portion of our parents.

Our school was built in 1996 and is centrally located in the community. HCES currently serves 647 students in pre-kindergarten through fifth grade. A unique feature of our school is that it is truly a community school with most students living within a few miles, which allows many students the ability to walk or ride their bicycle to school.

Hampton Cove Elementary School hosts several events throughout the year with the support of our PTA such as Back to School Bash, Veteran's Program, Math and Science Night, Reading Night, Daddy/Daughter Dance, and the Mother/Son Amazing Race. We also have community stakeholders that sponsor our school and support our efforts in our community. Our leadership, community sponsors, and committed PTA offer support for our school and assist all of our students to reach their full potential.

HCES celebrates students every day and our school culture has a positive atmosphere where students want to come to school to learn. We begin our day with a whole school morning meeting over the Hampton Cove Television (HCTV) broadcast. Our 5th grade HCTV broadcast crew shares important updates, events, and reminders. We recite the Pledge of Allegiance together as well as our HCES Hawk Pledge where students commit to showing Honor, Character, Excellence, and Success daily. The Principal also shares important reminders for students, sets expectations, and celebrates student and faculty birthdays. Our morning meetings each day set the tone for our entire school and promotes positivity.

We implement Positive Behavioral Interventions and Supports (PBIS), which is a school wide positive behavior initiative that celebrates excellent student choices and behavior. Students earn tickets for good behavior choices and earn access to quarterly celebrations. Our school wide PBIS initiative encourages positivity and directly relates to our HCES Hawk Pledge.

Students are also celebrated during our quarterly school-wide assemblies that focus on reading and behavior goals. Students have reading goals set using the Renaissance Learning Accelerated Reader (AR) program. All students who reach their quarterly goal are recognized at the assemblies, along with the top readers in each class. They also receive certificates and access to the AR celebrations. Our school librarian recognizes the top readers with the "Reading Hawk's Club" and students' pictures are proudly displayed.

Hampton Cove Elementary School has an outstanding Gifted and Talented Program (GATE) that includes all grade levels kindergarten through fifth grade. Students are able to reach the highest level of their potential through enrichment activities, extracurricular trips, guest speakers, and inquiry approach with project based learning. This program challenges our students to rise to new levels of academic achievement. HCES also boasts outstanding music and art programs as well as Entertainment Technology Academy (ETA), library, guidance counseling, and Physical Education classes.

Our teaching staff along with other faculty members are all highly qualified and have a growth mindset which challenges our students to always ask questions and seek to become patient, persistent, problem solvers. Recently, three of our teachers received their National Board Certification and over 60% of our teachers hold advanced degrees. Due to their high level of training, our faculty and staff effectively implement best practices, quality teaching, and classroom management procedures.

This year, we have implemented the Collaborative Classroom Curriculum (CCC), which is an educative reader/writer workshop model that promotes Social Emotional Learning and provides professional development and tools for our teachers. We have implemented the protocol of Lesson Studies this year. This protocol has proven to be an insightful and valuable learning experience for our teachers, administration,

and students.

To increase our cultural awareness, our faculty and staff is participating in professional development with a book study on Excellence Through Equity by Alan M. Blankstein and Pedro Noguera. We have viewed webinars and participated in collaborative conversations with our faculty and staff. In order to improve equity, which directly relates to student achievement, we have also focused on collective teacher efficacy and team building. Building relationships and communicating with our families is a high priority that offers transparency and trust among all stakeholders.

By working together as a collaborative team, Hampton Cove takes its mission statement to heart. It is what we focus on each day, it is visible throughout our building, and it drives our instructional practices to ensure success for all students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

This year, our school district implemented the Collaborative Classroom Curriculum (CCC), which is an educative reading and writing workshop model that includes Social Emotional Learning components. Each grade level has participated in Lesson Study protocols throughout the year and grade level teams meet monthly with administration to ensure instructional decisions are made based on data.

We use formative assessments such as DIBELS (K-1) and Renaissance Learning STAR Reading (K-5) as well as common formative assessments such as checklists and inventories to guide instruction. Fluency folders are utilized for any student below grade level in reading. Students in third, fourth, and fifth grades also use student data notebooks to track reading goals and show progress made throughout the year. The Scantron reading assessment is utilized for students in the upper grades and is used as both a formative and summative assessment.

The CCC uses a tiered instructional process containing whole group instruction, small group instruction with differentiation, and intervention for students who are struggling with concepts or standards mastery. Administration and grade level teams meet monthly to discuss any students who are struggling or are below grade level in reading as part of the Response to Instruction (RTI) process. Explicit instruction is provided daily, and students have technology-based support with either iPads or laptops.

Students are encouraged to reach their Renaissance Learning Accelerated Reader (AR) Goals with an accuracy goal of 80%. We have school wide assemblies throughout the year to celebrate students who reach their reading goals. We also celebrate at the end of the year with a "Mystery Trip" for those students who have reached their reading goal all four quarters. We have a part-time interventionist that provides Tier III instruction to close any gaps our students may have. Many of our students are accelerated in reading and teachers utilize Individualized Daily Reading (IDR) to assist with acceleration.

1b. Mathematics:

Our goal is to create lifelong learners who are problem solvers and think critically. We also want our students to have the conceptual understanding that is needed to master math standards and to realize that there is more than one way to solve a problem. EnVision Math is the district curriculum used to master math standards; however, other tools are also utilized to ensure we are meeting the needs of all students to include acceleration and remediation.

EnVision Math includes a tiered instructional process with whole group instruction for all students. Teachers use problem solving and small group instruction that is differentiated for all students to obtain mastery. Number talks, counting collections, project based learning with real world application, Khan Academy, and Dreambox are additional resources used to ensure student growth and understanding of mathematical concepts.

Math intervention is provided for students who show deficiencies in standards or who may need more time to grasp certain math skills. Using manipulatives, drawing pictures, and playing number games are also strategies that support understanding of mathematical concepts. Renaissance Learning STAR Math assessments are utilized as a formative assessment three times each year. Scantron Math is used as both a formative and summative assessment. The data gleaned from the formative assessments drive our instructional decisions for both Tier I and Tier II instruction.

HCES promotes acceleration in math for students in fifth grade. Students who score in the top 90% in STAR Math are offered Digits, a sixth grade curriculum. Our fourth and fifth graders also participate in Math Club and compete at district competitions. Club time is built in during the day for one hour every other week.

Students in math club compete both individually and collaboratively in groups. Math club is a great experience for our students to showcase their strengths in math and offers another opportunity to celebrate students.

1c. Science:

Hampton Cove Elementary School's Science curriculum includes project-based learning with inquiry and problem solving. Each grade level uses Project Lead the Way (PLTW) to foster problem solving strategies, critical and creative thinking, collaboration, and perseverance. The inquiry model and engineering design process encourages students' autonomy and a design thinking mindset. Discovery Education is another tool that is technology based and focuses on STEM education.

Each grade level develops STEM projects and project based learning activities that focus on their science standards and rubrics are used for mastery of standards.

Our school hosts an annual STEM night with hands-on activities and experiments, community sponsors, and guest speakers. This year, we have had a strong focus on space education due to the 50th Anniversary of Apollo 11. Our principal has received an International recognition by the Space Foundation as a Teacher Liaison. The efforts by our administration include the formation of Space Club HCES and participation with the United States Space and Rocket Center's Global Rocket Launch Challenge. With the support of community sponsors and parents, all HCES students will build and launch rockets of varying levels during school and again on July 16, 2019 for the rocket challenge.

Huntsville City Schools offers a unique field trip experience through the Earthscope Environmental Educational Department. Earthscope tailors field trips that are designed to meet each grade level's curriculum standards. For example, first grade visits Burritt on the Mountain to discover animal habitats and learn about the food chain.

HCES is proud to have a Savvy Scientist Club that includes fourth and fifth grade students who meet once every other week for an hour. The Savvy Scientist Club conducts science experiments and cultivates student's interest for inquiry and discovery. Students also delve into the engineering design process that encourages creativity and critical thinking.

Scantron Science is used as a summative assessment for fifth grade at the end of the year.

1d. Social studies/history/civic learning and engagement

Hampton Cove Elementary School's Social Studies curriculum includes Pearson My World as well as project based learning and units of study. Some units of study include history units with third grade focusing on My Huntsville History, fourth grade focuses on Alabama History, and fifth grade focuses on American History. Each grade level uses Scholastic News, which highlights current events and encourages collaborative conversation.

Field trips are also an important part of our Social Studies curriculum and we are very fortunate to have the Earthscope Environmental Educational program within our district that offers field trips for each grade level that meets social studies standards. Our third graders' history curriculum is supported with a field trip to Maple Hill Cemetery where students discover more about Huntsville History. Fifth grade visits Camp Challa-kee where they discover cause and effects of early migration and the settlement of North America; they also conduct a fossil dig and view the eagle's nests that are protected as endangered species.

Our school celebrates historically significant events such as Veteran's Day, Black History Month, Alabama's Bicentennial, and the 50th Anniversary of the Apollo 11. Our PTA, families, and community support our school events by participating, donating, and volunteering. We host speakers during school-wide assemblies that cultivate an interest in history.

Our fourth and fifth graders participate in clubs based on their interest for one hour every other week. HCES
NBRS 2019

has an Alabama Archaeologist Club for students who are eager to learn more about the history of Alabama. Our fourth and fifth grade teachers include project based learning to include an Alabama History portfolio, a wax museum, and living history projects where collaboration and team work are required. This year, HCES is recognized as an Honorable Mention Bicentennial School and we will have a wax museum for our Bicentennial night to celebrate Alabama.

1e. For secondary schools:

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

2. Other Curriculum Areas:

All students at Hampton Cove Elementary School receive additional learning that supports the whole child socially, emotionally, physically, and cognitively.

All students receive thirty minutes of art instruction every other week to promote creativity and art appreciation. Our art teacher integrates into the core curriculum areas to create purposeful art lessons with real world application. Each year, our fifth grade students complete a legacy art project that is displayed in an area of the school. Since this is Alabama's Bicentennial year, our entire school will create an Alabama flag and families will be invited to participate in this art project as well. We are also very proud to have our students' art work chosen for display at the Huntsville Museum of Art for Youth Art Month and Panoply.

All students participate in physical education daily for thirty minutes. We believe play is a child's work, so recess is scheduled each day for twenty minutes as an additional physical outlet. Students at HCES have two outdoor playgrounds, indoor and outdoor basketball courts as well as a large track. Students are taught games where they work as a team or in groups for collaboration. Every Friday is "Fun Friday" where students have choice in activities during their PE time. Our physical education teacher sponsors our end of the year spring fling and collaborates with the community to involve our stakeholders.

Music instruction is integral in education and our students receive thirty minutes of music every other week. During music class, an emphasis is placed on the study of the elements of music. Students have instrumental exploration and are encouraged to express their creativity. HCES has a fourth and fifth grade choir that competes at our local district level. Our choir meets every other week for an hour during club time and also participates in several school events throughout the year.

All students receive library instruction thirty minutes weekly and are allowed to visit the library daily to check out books. We are fortunate to have parent volunteers to run our check-in/check-out book stations. Students are encouraged to read and have reading goals in every grade level. Our school celebrates students who reach their reading goals and our librarian supports our student's reading goals. Our librarian also collaborates with teachers to support the teaching and learning occurring in the classrooms.

For our 21st Century learners, our students have a unique opportunity at HCES to attend Entertainment Technology Academy (ETA) classes each week for thirty minutes. ETA provides the fundamental skills necessary to develop computational and critical thinking skills at an early age. The various components of ETA include programming, coding, robotics, video production, as well as digital citizenship. In this technological world, internet safety, typing skills, computing, and collaboration are all skills that are necessary for life-long learners.

In order to support social and emotional growth, students receive thirty minutes weekly with the Guidance Counselor. Our reading and writing curriculum have embedded Social Emotional Learning components, which has proven beneficial to our students. Our guidance counselor also meets with small groups of students throughout the year as issues arise or needs are identified. She hosts a Career Fair each year where

members of our community come in to the school to share presentations about their occupations. This year, some of our local community participants were police officers, dentists, veterinarians, and firemen.

In an effort to promote choice and motivation for our students, we have implemented clubs every other week for an hour during the school day for our fourth and fifth grade students. Our school clubs include Greenpower, Drama, Book Club, Math Club, Choir, History Club, Science Club, and Handwriting Club. Hampton Cove Elementary has a strong PTA, which supports after school clubs. Some of the after school clubs offered to our students include German club, Chess Club, Drama Club, Fit Club (sports), Art Club, and Music Club. These clubs connect students to their community by participating in service learning projects, raising funds for community causes, and providing real world application for honor and character.

These extended learning opportunities provide our students with practical and relevant activities to introduce them to new knowledge and personal growth.

3. Special Populations:

The beliefs of our school provide the foundation for our educational practices. We believe the highest quality of education possible must be provided to all students in a student centered learning environment where students lead their own learning. Education must be an innovative evolving process that develops critical thinking and problem solving skills.

All instructional decisions are based on formative and summative assessments. Grade level teams meet monthly with administration to analyze data. These analyses are used to inform instruction. Next steps are taken to personalize learning for students. Personalization occurs through remediation, compacting and accelerating subject matter (eligible 5th grade students take a 6th grade Math course), and utilizing technology programs such as Khan Academy, Espark, and Dreambox.

As part of our Response to Instruction (RTI) we have formed Problem Solving Teams (PST) to discuss learners who are not mastering grade level standards. Student data is presented to the team and teachers collaborate to develop interventions. Progress is monitored through STAR Math and Reading, DIBELS, formative assessments, and student work. If interventions are successful, students are released from PST; however, if progress is not made interventions are changed or intensified to determine if the student should be referred for Special Education testing.

Students who qualify for special education services receive specialized instruction via co-teaching in their regular classroom or a small group setting in another classroom. Students continue to work on the same grade level standards as their peers, but collaborative teachers also work on gaps in standards below grade level that have not been mastered. A multi-sensory approach is employed when teaching both reading and math standards. Our belief is that all students can be successful if given the right tools and instruction.

The Specialized Program Individualizing Reading Excellence (SPIRE) is used for students who have a dyslexia diagnosis and students who have been referred to PST for deficits in reading. Students are grouped according to their placement test score. These small groups receive explicit instruction from the reading interventionist.

We have a large population of high achievers at HCES. The needs of these students are met through various programs and instructional strategies. Examples include small groups with project based learning, compacting of subject material, acceleration of subject matter, and technology resources. Our Gifted and Talented Education program (GATE) provides talent development for all of our students. Our GATE teachers push into the regular classroom biweekly to develop and promote the identification of gifted students. Identified gifted students meet weekly with the GATE teacher to work through a multidisciplinary curriculum.

No matter where our students land on the learning continuum, they are leading their own learning. Students use data folders to chart their academic progress. The data folders also contain student's written academic goals and reflections on progress made. Students meet with teachers for one on one conferences to discuss

NBRS 2019

progress.

All students from our struggling learners to our high achievers are provided the opportunity to learn, grow, and succeed through a variety of learning experiences. We endeavor to provide learning experiences that prepare students to become productive, knowledgeable, responsible, and cultured citizens.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Hampton Cove Elementary School implements Positive Behavioral Interventions and Support (PBIS) to create a positive school climate and culture. At the beginning of the year, the faculty and staff received a second PBIS professional development and as a team, we decided to create a new school pledge, which includes our four school expectations. The Hampton Cove Elementary School Hawk Pledge is "As a Hampton Cove Hawk, I will lead with honor, my character counts, and I will strive for excellence to achieve success. I will listen and follow directions. I will keep my hands, feet, and objects to myself. I will respect myself, others, and school property. I will come to school prepared and ready to learn. Honor, character, excellence, success." Our students and faculty recite our school "Hawk Pledge" every day after we recite the Pledge of Allegiance on the HCTV morning broadcast. Our school shares the same expectations, which creates a culture of collaboration and positivity. We also end every broadcast with three affirmations: I am kind, I am smart, and I can do hard things. Our school constantly reminds our students of our pledge and our daily affirmations with everyone having the same language and same expectations. Our students are reminded of the growth mindset and that we can do anything if we put in the effort.

Shared leadership is a central belief at our school and our administrators seek and value input from our teachers whenever there are decisions to be made. All voices are heard and valued. We strive to build a collaborative team. With collaboration at the forefront, we have implemented several strategies. Each faculty meeting begins with a team building activity. Vertical teaming is another strategy implemented that allows our staff to have conversations revolving around students needs at all grade levels. Our teachers are dedicated and hardworking individuals who are always striving to do what is best for our students.

Just as celebrating students is important, we also believe that celebrating our teachers often is just as important. Our PTA provides treats to our teachers via the "happy cart" every other week. Our PTA and parents also generously provide a lunch along with gifts for our teachers during teacher appreciation week. The administration provides treats often to include: muffins and cocoa, teacher reward coupons such as free jeans day, super bowl snacks, a cookie bar, and drawings for prizes during faculty meetings.

2. Engaging Families and Community:

Hampton Cove Elementary has a large network of family and community stakeholders that supports our school to ensure success for all students. Administration works with the PTA to ensure communication to our families and community members are aware of the volunteer opportunities and ways they can support our school throughout the year. The administration and PTA work hand in hand to ensure a strong collaboration with the community, which makes our school the central hub of our community. We have levels of community sponsorship that allows businesses and non-profits opportunities to come into our school and support whether they provide dinners for our families during PTA events or special treats for our faculty and staff, to volunteer opportunities.

Each grade level has their own level of volunteer supports that directly impacts and relates to their curriculum. Kindergarten and first grade teachers invite parents and community members in to read with students as "reading buddies". Each teacher has a PTA room parent and this parent communicates any needs of the classroom and teacher to other parents in the classroom. Every year, first grade hosts a "Parade of Readers" program where guest readers come in to read aloud to the students and classes, students have reading challenges, and the entire school supports our first graders during the parade.

Throughout the year, we have PTA sponsored events, which make our school special such as Math and Science Night, Family Reading Night, The Daddy Daughter Dance, The Amazing Mother and Son Race, and Boosterthon Fun Run. This year, we started "Space Club HCES" to celebrate the 50th Anniversary of Apollo 11. We reached out to our parents and community for volunteers to assist each grade level team within "Space Club HCES". The "Space Club HCES", which is led by administration, parents, community

sponsors, and teachers, developed a plan for every grade level to build and launch a rocket with varying degrees of difficulty. Every student will build and launch a rocket during the school day. Then, on July 16, 2019, our school is registered in the Global Rocket Launch Challenge with the United States Space and Rocket Center. Families and the community will be invited to come out on this day to build and launch rockets of all levels to celebrate Huntsville's place in space history.

HCES hosts many events throughout the year that engage our families and communities within our school, and we are proud to have such strong support for our school.

3. Professional Development:

At Hampton Cove Elementary School, we strive to create collective teacher efficacy. Our district and school professional development (PD) is aligned to ensure that district training supports our school training to improve teaching and learning. Our district has implemented the Model Schools best practices approach, which integrated into the new reading and writing Collaborative Classroom Curriculum (CCC). Due to this new implementation, our focus this year for professional development has been literacy as it directly impacts student achievement.

CCC has provided professional development for school leadership teams for the entire district. This PD has been provided strategically throughout the year as teachers become more comfortable with the design and lesson structure of the reading/writing workshop model. As leadership receives this training, the PD is then brought back and delivered to the teachers through the coaching model as we learn together, side by side.

We have implemented lesson studies for each grade level, which had a direct impact on the capacity of our teachers and administrators. The lesson studies have proven to increase our knowledge level of the new curriculum while aligning best practices of teaching and learning. In the lesson study protocol, teachers collaborate to develop the lesson plan, teach and observe the lesson to collect data on student learning, and use their observations to refine their instruction. The primary purpose is for educators to have a conversation around a single teaching and learning event. The process engages teachers in more effective practices that result in improved learning outcomes for students.

Huntsville City Schools has also placed an emphasis on equity and cultural awareness and as every school becomes more diverse, equity is crucial. Our administration and teachers have been participating in a book study on equity. Through this book study, we are reflecting on equity within our classrooms to ensure our students receive equitable instruction. Our school has also focused on team building throughout the year with the faculty to ensure everyone truly knows each other and we are working together as a whole team. It is this level of professional development that will increase our collective teacher efficacy and enhance our school's teaching, learning, and growth.

4. School Leadership:

The leadership philosophy at Hampton Cove Elementary is that shared leadership with a growth mindset will improve collective teacher efficacy, which directly impacts student achievement. The principal and assistant principal work hand in hand to ensure the climate and culture of the school is positive and inclusive, where teachers feel their input is valued. This year, HCES received a new principal. The principal is an instructional leader who sets high expectations for all stakeholders and leads by example. The principal and assistant principal lead the monthly instructional/data meetings as well as the monthly PST meetings. Our school leadership works collaboratively with stakeholders in our community to ensure our school has the resources needed to improve student achievement.

Our principal was internationally recognized as a Space Foundation Teacher Liaison. She developed "Space Club HCES" in conjunction with the 50th Anniversary of the Apollo 11. All HCES students will build and launch rockets for the 50th Anniversary with support from parents, teachers, and the community. The principal has written and received grants to fully fund this club, which has built relationships and deepened connections with industry partners in our community.

At HCES, there are a few students who have needs that are handled delicately and discreetly. Leadership has established partnerships with local churches and non-profits to provide the needed items for our students. Having the ability to support our students and families when they are in need builds stronger connections with the families, which directly relates to the classroom and helps all students succeed.

Teachers have the opportunity to lead committees throughout the year. For example, we have a reading committee that plans and coordinates our family reading night, quarterly AR celebrations for students, as well as plan professional development with administration. Our math committee plans and coordinates our math and science night as well as planning math curriculum PD. The principal and assistant principal support every teacher committee as they share leadership. These committees also support our teachers as they are viewed as leaders in our school where everyone's ideas and suggestions are valued.

Our principal and assistant principal lead monthly professional development sessions during our faculty meetings. The data wise process is utilized to determine areas of strengths and weaknesses. Growth mindset, equity and cultural awareness, Collaborative Classroom Curriculum, and team building have been topics for professional development this year as we grow together as a team.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

By working together collaboratively, we take our school's mission statement to heart. The four pillars of Hampton Cove Elementary School (HCES), honor, character, excellence, and success, are the focus we begin with every day and drive our instructional focus. Our students recite the Hawk Pledge daily during our school wide morning meeting which is aired over our morning broadcast: "As a Hampton Cove Hawk, I will lead with honor, my character counts, and I will strive for excellence to achieve success. I will listen and follow directions. I will keep my hands, feet, and objects to myself. I will respect myself, others, and school property. I will come to school prepared and ready to learn. Honor, character, excellence, success." The Hawk Pledge is displayed throughout the school building in classrooms, hallways, and special areas. The pledge being displayed serves as a reminder to students of the expectations they are to meet every day.

The four pillars are incorporated into everything we do. Honor is the adherence to what is right and a standard of conduct. We expect all HCES students to do the right thing at all times. Character is the distinctive qualities an individual possesses that become his or her reputation. Character is also what you do when no one is looking. We strive to let HCES students know that their character counts in all things they do. Excellence is striving to always be outstanding and have a growth mindset. Success is the accomplishment of meeting a goal or a purpose. Data reflects that our students are striving for excellence and accomplishing much success in both academics and behavior.

When a student fails to meet expectations of the Hawk Pledge, we hold a restorative conversation beginning with the student reflecting and sharing the expectation from the Hawk Pledge that was not followed. Then we work through reflective restorative questions that allow the student an opportunity to determine a better way to handle the situation in the future and to make amends if another party was involved.

With social and emotional learning at the forefront of what we do at Hampton Cove Elementary School, our students are high achievers in both academics and behavior. We will continue to guide our students in managing emotions, building relationships, and making responsible decisions so they can soar academically.