

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 Mrs. Cathy Garner

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

Official School Name Carlisle-Foster's Grove Elementary School

(As it should appear in the official records)

School Mailing Address 625 Fosters Grove Road

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

Chesnee SC 29323-8646
City State Zip Code+4 (9 digits total)

County Spartanburg County

Telephone (864) 578-2215

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Web site/URL https://cfg.spart2.org/

E-mail cathy.garner@spart2.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*Mr. Lance Radford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail lance.radford@spart2.org

District Name Spartanburg 02 School District Tel. (864) 578-0128

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 Ms. Connie Smith

(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):
- 9 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools

15 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	30	19	49
K	48	40	88
1	43	34	77
2	34	34	68
3	31	47	78
4	38	53	91
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	224	227	451

*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):
- 1 % American Indian or Alaska Native
 - 6 % Asian
 - 10 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % White
 - 2 % 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: 2%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2017	439
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 11 %
48 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 46 %
Total number students who qualify: 209

8. Students receiving special education services: 16 %
73 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>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>50</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</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: 8
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.	19
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.	8
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 23:1

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%	96%	96%	100%	97%
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.

C-FG is a safe, student-centered, innovative school that emphasizes rigorous learning opportunities and success for all. We are "Difference Makers!"

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

Carlisle-Foster's Grove Elementary is named for two schools, thus the hyphen. The former Carlisle Elementary (which was renovated to serve as the current District Office) and the former Foster's Grove High (an African-American high school that was converted to a vocational school) merged to create the current school. In 1995, the current C-FG was built on the site of the former Foster's Grove High. Our school's history is representative of the culture within each classroom. C-FG, one of nine elementary schools in the district, is nestled among pastures and farms in a rural area of Upstate South Carolina. With a less than two percent transient rate, students typically begin school in the 4K program and leave C-FG at the conclusion of fourth grade. Current enrollment of around 460 students allows for relatively small class sizes. The retention rate of faculty and staff members is very favorable due to the support provided to teachers and the family-like environment of the school. Academic achievement has traditionally been strong at C-FG and has continued to climb. The combination of our rich past and our innovative present is woven together to create difference-making moments for each and every child at C-FG.

C-FG families are primarily middle-class, blue-collar, and traditionally structured with two parents living in the home. The majority of parents are supportive of the school and instill the importance of a good education in their children. Student attendance is strong with an average daily rate of at least 96 percent. Parent participation in school events is typically high. However, some of our students experience a lack of parental support, absence of a positive role model, stress, and/or trauma in their early years that manifests itself in many ways. When needed, additional support is provided to families to help children and their parents become successful. Eleven percent of our students qualify for English Language Learner support and 46 percent qualify for free or reduced lunch. Meeting the unique needs that each student presents is challenging at times; however, the faculty and staff of C-FG treats each child as their own and consistently goes above and beyond what is expected of them to ensure student success.

Activities are purposefully scheduled during the school day so that all students have an opportunity to extend their learning. For example, our school's Spring Carnival takes place during the school day and includes icees, book walks, and inflatables at no cost to students and their families. Every student participates in a staff-sponsored club of their interest one afternoon each month. Our Green Team club, which is responsible for our school garden, recently produced the largest sweet potato in state history! This provided an opportunity to collaborate with our district's special needs students and the school cafeteria staff in order to prepare a number of sweet potato recipes for our students and community members to enjoy. Our clubs are representative of the unique opportunities we provide in order to encourage collaboration and extend learning beyond the four walls of each classroom.

We strive to provide rigorous, differentiated, innovative, high-quality instruction for our students each day. South Carolina College and Career Ready Standards, current formative and summative data, and district pacing guides are used in every meeting to determine next steps for instruction. Small group instruction occurs daily through Guided Reading and Guided Math. Technology is integrated into all subject areas through access to iPads in all grade levels and adaptive software, such as iReady, and programs such as Reading Eggs, Mathseeds, and Epic. Literacy is emphasized and valued through student recognition such as Reader Leader and Author's Spotlight awards. Our kindergarten students celebrate reading and writing each year with an Author's Tea which includes their families and community members. Students created their own lending library called, Need a Book Take a Book, housed on the fourth grade hallway, so peers have access to high-quality and high-interest books. A collective effort from preschool to fourth grade at C-FG assists every student in reaching their full potential and is reflected in state test scores along with other forms of data.

C-FG is known within our community as being the small school with a big heart for children. Academics are essential, but we know we must grow the whole-child socially, emotionally, and physically. With research and training from the South Carolina Resilient Schools Initiative, our staff is aware that problematic behavior is a result of an underlying cause. Having compassion for our students allows us to help students with overcoming challenges. One way we do this is with an emphasis on Positive Behavior Intervention Support (PBIS). PBIS is utilized in our school to promote a positive learning environment. C-

FG students are CUBS and strive each day to make Careful Choices, Use Responsible Actions, Be in it to Win it, and Show Respect. Students are recognized for demonstrating these qualities. Teachers and administrators send positive referrals home to students and parents in an effort to recognize each student. In an effort to promote healthy peer relationships, students initiated the addition of Buddy Benches to foster friendships on the playground. We teach with compassion and love to develop each child's full potential. We exist to make an impact in a child's life and that is our Difference Maker.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

At C-FG, our goal is to build a culture of efficacy for our teachers, students, and staff. We strive to create an environment where teachers and students believe in their ability to learn no matter the challenge. John Hattie's research on teacher efficacy is the heartbeat of our mission and has impacted our overall growth and success in closing the achievement gap.

The foundation of our high-quality instruction is teacher clarity. Teachers, administrators, and instructional coaches meet weekly for Teaching and Learning Teams (TLT). During our grade-level TLTs, the teams unpack power standards from the South Carolina College- and Career- Ready Standards and create success criteria, rubrics, and assessments. Teams analyze the progression of standards, Depth of Knowledge levels, and big idea/learning intentions. The teams also analyze several data points, including formative and summative assessments. Trends in South Carolina Ready, Northwest Evaluation Association's Measure of Academic Progress for Reading (MAP), and i-Ready summative data are analyzed when setting goals for the school year. Classroom teachers review formative assessments at our Evidence, Analysis, Action (EAA) meetings to determine next steps for small group and whole group classroom instruction. The instructional team looks closely at the story behind each piece of data. Teachers bring current data to discuss strategic plans for every academic level in their classroom, as reflected on our schoolwide digital data wall. C-FG's digital data wall tracks the progress of each student to ensure that rigorous, student-centered instruction is provided.

Every child at Carlisle Foster's Grove is a reader and a writer. Through the balanced literacy approach, we meet our students' needs by providing interactive read alouds, shared reading, guided reading, independent reading, and writing workshop. Our students are actively engaged during their reading workshop block with high-interest work stations, book choice, technology integration, and small group/one-on-one instruction with the teacher. The Fountas and Pinnell Benchmark System is used to determine instructional and independent levels. The benchmark data is used to set individual reading goals, organize guided reading groups, and target students reading below grade-level. Teachers meet with the literacy instructional coach and reading interventionist for support to enhance guided reading instruction. The guided reading framework is modeled after Fountas and Pinnell with word work, reading, text dependent questions, and response through writing. The Writer's Workshop model is utilized to provide students with authentic purposes for reading and writing. Since teachers recognize that ideas can be influenced by authors, we use a variety of mentor texts to guide our writer's workshop. C-FG promotes a literacy rich environment with schoolwide reading, showcasing our Reader Leaders, Guest Readers, and Author's Spotlight. Students participated in Cubby's Readers this year by collectively reading *The World According to Humphrey*.

1b. Mathematics:

Our Guided Math Framework, implemented by all classroom teachers, provides data-driven, small group math instruction for all students. Each week, grade levels meet with instructional coaches to analyze student benchmark and formative assessments to determine students' strengths and weaknesses based on each student's mathematical understanding. SC Ready Math data is used to determine areas of strength and needed improvement to set school goals. Our district benchmark assessment, math MAP, is administered three times a year for kindergarten through fourth grade students to evaluate growth and targets for improvement, as well. Formative assessments, administered weekly, allow teachers to evaluate student understanding during the learning to plan effectively for future lessons based on student need. Teachers use a concrete-representational-abstract model with students in order to build conceptual understanding through hands-on manipulatives, pictorial representations, and equations. The South Carolina Mathematical Process Standards are embedded into lessons to ensure that students develop mathematical literacy through problem solving, collaboration, reasoning, and critique. During guided math, students engage in meaningful, collaborative group work to practice skills and strategies through performance tasks, workstations and

independent skills practice. Adaptive software, through i-Ready Math, is used to provide instruction digitally for students, building upon previously mastered content in order to increase proficiency, as measured by i-Ready Math benchmark assessments. Students peer- and self-assess and give feedback on the work they are doing. In order to build and strengthen number sense, students participate in Number Talks daily to use math vocabulary in context and learn from others in collaborative, whole group discussion.

1c. Science:

Science is woven into our daily curriculum through integration, research, STEAM activities, and field trips. South Carolina PASS Science Assessment, administered to fourth grade students in the spring, serves as an assessment measure for science content and process standards. Students apply science and engineering practices through the use of science investigations from Smithsonian's Science and Technology Corporation (STC), FOSS kits and teacher-created STEAM units. Real-world exploration occurs through field trips to the Greenville and Riverbanks Zoos, Roper Mountain Science Center, and local farms. Students engage in problem-based learning supported by community organizations like the High Touch High Tech hands-on science program and The Watershed Ecology Center, to integrate science, technology, engineering, and math concepts with real-world application. Through the use of resources like Discovery Education, students are able to build background knowledge through virtual field trips and videos. Third and fourth grade students participate in Lego and K'nex engineering to build models for problem-solving. Our kindergarten students apply basic coding strategies to interact with Dash, a Wonder Workshop robot, using iPads. We partner with Exceptional Eats, a district program that provides vocational training for secondary students with disabilities, to grow a garden on campus. The garden feeds students and community members, which allows students to apply life science concepts with real-world application.

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

In social studies, our teachers provide integrated, interactive read alouds, opportunities for research and writing, and real-world experiences. Our students visit a local grocery store and restaurant to experience goods and service jobs in our community, Kings Mountain to explore an American Revolution battlefield, and the Children's Museum for hands-on exploration. History comes to life through skits and performances. The faculty dresses up as famous Americans from the past for students to interview to learn more about their lives in a fun and engaging experience. Guest speakers visit our school and present instructional content, such as The Revolutionary War, respect for the flag, and the Declaration of Independence. In partnership with Cowpens Battlefield, students explored authentic artifacts from the Revolutionary War era. The social studies curriculum weaves our past, present, and future. We model and teach our students the value of understanding the community. It is an imperative goal that our students become productive citizens in our society. We promote giving back to the community by fundraising for Kidz in Lids Children's Cancer Organization, local food/toy drives, and service projects around our school.

1e. For secondary schools:

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

Our four-year-old kindergarten program provides a firm foundation for academic, social, and emotional growth and positively impacts students as they begin their school careers. Students are immersed in a district-created curriculum that is grounded in literacy and math-rich environments. Teachers utilize inquiry-based centers, various types of print, writing materials, and opportunities to build language and vocabulary through read-alouds and hands-on interaction with materials. Students develop social skills through teacher modeling and feedback in preparation for kindergarten success. Struggling four-year-old students receive additional instruction over the summer prior to kindergarten through the Passport to Kindergarten program. Every effort is made to prepare our youngest learners for school success. In addition, C-FG has a three-year-old special education program that provides early intervention for students with disabilities. As a part of our district's pilot program, students receiving these services have an opportunity for inclusion in the four-year-old kindergarten program using a co-teaching model.

2. Other Curriculum Areas:

Our special area team collaborates with our teachers to expand the curriculum beyond the classroom in order to develop the whole-child. The Profile of the South Carolina Graduate encompasses World Class Knowledge, World Class Skills, and Life and Career Characteristics. In order to meet this criteria, we expand our curriculum beyond the general education classroom.

All students attend art and music class weekly. Additionally, qualifying 3rd and 4th grade students attend an after-school choir, “Cub Singers,” and Gifted Art one afternoon each week. Our Cub Singers perform a musical in the spring. Examples of past performances include: The Lion King, Jr.; Beauty and the Beast, Jr.; and The Little Mermaid, Jr. Our students have opportunities to sing at musical performances throughout the year, such as Veteran’s Day, C-FG’s South Carolina program, and Christmas caroling. We offer Suzuki Strings enrichment for students on Monday mornings before school. Our art teacher works with the teachers to integrate art into the daily curriculum. Artwork is displayed at our school and throughout the year in the community in places such as the Chapman Cultural Center, Upstate Fair, Westgate Mall, and Boiling Springs Public Library.

Our physical education teacher promotes physical fitness, team building, and health education in fun, interactive ways for every grade-level. During the one-hour PE class, students integrate math with flashcards, bowling score cards, games with addition and subtraction, and keeping score in various sports and games. After school, physical education continues with our Fitness Club, which meets once per week throughout the school year. Students are also invited to participate in The First Tee, a local golf program. Fitnessgrams provided by the Cooper Institute are provided to students. Third and fourth grade parents receive specific information regarding their child’s Body Mass Index, physical performance, and tips for physical growth. At C-FG, we strive to have healthy and happy students from the inside out.

Our media center is where books come to life in our school. The media specialist shares the most current, best-selling children’s books and ensures that our students are reading classic children’s literature. Our students visit the library each morning before school and weekly to check out books. Not only do they have the opportunity to get a new book each week, they also use this time to learn how to use resources for research. Twice each year, we transform our library into a bookstore where students can shop for books to add to their personal libraries. During library and computer time, students learn digital citizenship, research skills, and how to create a variety of media to present their learning. Teachers and students use Canvas and Google Classroom platforms. We provided training on the SAMR Model (Substitution, Augmentation, Modification, Redefinition) to transform and enhance instruction through technology. This brings an additional layer of instructional support for kindergarten through second grade students that are 1:2 with iPads, while our third and fourth grade classrooms are 1:1.

As we support the Profile of the South Carolina Graduate, we know an essential component is developing life and career characteristics. In alignment with our school motto, “Learning Today, Leading Tomorrow,” parents, students, and teachers proudly display and discuss each child’s high school graduation date throughout the year. The guidance counselor plays a significant role in providing our students with resources to be a leader in our society. Classroom guidance lessons focus on character building, careers, safety, social and emotional health, and mindfulness. In an effort to meet individual needs, some students receive food bags weekly through a partnership with a local church while other students participate in the school’s mentoring program. The counselor meets with small groups and individual students, as needed. She provides professional development for our faculty and staff on topics like the South Carolina Resilient Schools Initiative, abuse, bullying, and Adverse Childhood Experiences (ACES). Another important role of our guidance counselor is the coordinator for Response to Intervention (RtI). A team composed of the guidance counselor, administrator, teacher, instructional coach, and parent meet frequently to set goals to support students performing below instructional norms.

While we highly emphasize the importance of academic achievement at C-FG, we know the work does not end there. The Profile of the South Carolina Graduate is composed of more than knowledge. We foster an environment where our students can learn academic skills, life and career characteristics, and become the

next generation of successful and responsible citizens. It is our intent to provide opportunities for students to make a difference in their world through academics and service to the community.

3. Special Populations:

An important piece of C-FG's high academic achievement lies in the fact that faculty and staff members know the strengths and weaknesses of their students. As a result, acceleration and/or remediation are provided to meet the needs of all students. During our schoolwide data meetings, close attention is given to individual student data to ensure that every child is meeting the established success criteria. If a trend is noticed of a student falling below the norm, teachers provide targeted interventions in the classroom and if needed, refer students for Response to Intervention (RtI). The RtI team identifies interventions and goals for the student and meets within six weeks to check progress.

At C-FG, we are fortunate to have a reading interventionist. Students who are reading below grade-level are served within our intervention program using the Fountas and Pinnell Leveled Literacy Intervention (LLI) approach. Our LLI program also supports our English Language Learners, as well as those who are reading on or above grade-level but not performing as expected in the classroom. We specifically target the needs of our second through fourth grade population with a Test Prep program that utilizes close reading models, exemplar texts, and support for text dependent analysis. Our interventionist has created an "intervention cart" that is used by our kindergarten through second grade classroom teachers for targeted, small group instruction.

Our approach to learning at C-FG utilizes teamwork. Students don't just interact with one classroom teacher. Our related arts and support staff also pitch in like a family unit to support the needs of the whole child. We embrace the text, *From Striving to Thriving*. Stephanie Harvey and Annie Ward penned a quote that we strive to embody: "So rather than beat ourselves up, we delight in progress the child eventually makes... We trust that with access to terrific books, plenty of time to read, and adept reading instruction, all strivers become capable readers. It really does take a village." This village includes related arts teachers that pull out students for reading practice and sight word support, as well as principals who eat lunch with students as a part of the mentoring program. Our support staff also provides interventions to students before our morning bell and following regular dismissal.

Our village also includes speech and language services for our students based upon specific needs such as articulation, fluency, voice, and language. Our speech pathologist serves students with disabilities from three years old through fourth grade. The majority of these students are pulled out for small group services; however, our preschool students are supported with a push-in model.

Our special education teacher provides daily support for our students with disabilities within the areas of reading, writing, and math. Learning is not a "one size fits all" approach; therefore, a variety of programs are implemented including the LindaMood-Bell reading fluency program and adaptive software like i-Ready and A to Z. As previously indicated, our mentor text, *From Striving to Thriving*, has been a guiding light for our decisions. We know that children don't all bloom on our watch, so as we look for opportunities to grow, we are moving toward a co-teaching model within our special education department for our next school year.

C-FG Gifted and Talented (GT) students exhibit high achievement in intellectual, creative, and/or artistic areas. Our GT students are served via a pull-out program that meets state requirements. A thematic, project-based, real-world approach to content delivery is utilized. Students bring their ideas to life during Genius Hour, learn about architecture by visiting local colleges and other historic buildings, design gardens for new schools, and use technology (coding, Legos, Ozobots, etc.) to solve problems. All C-FG students are provided with a myriad of opportunities to meet their academic, social, and emotional needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Carlisle-Foster's Grove is known for its hospitality. Every faculty and staff member, district office personnel, community guest, parent, and most importantly, student, feels welcomed when they enter the doors of our building. While our building is twenty-four years old, it is extremely well maintained. We take great pride in ensuring that our building reflects the culture of our school. Four out of the last five years, C-FG custodians have been awarded the district School Climate Award. This award recognizes the cleanliness and overall upkeep of the building. Beyond being aesthetically pleasing, our students feel the culture of a safe learning environment at C-FG. According to our recent SC Department of Education School Climate Survey, ninety percent of students and parents are satisfied with the learning, social, and physical environment of our school. Student work is proudly displayed throughout the building and exemplifies the rigorous learning that occurs consistently in classrooms.

Acknowledging student success is one of our top priorities. We are aware that students have a variety of strengths, and we strive to provide opportunities for all students to be recognized. Each month, teachers select one Terrific Kid from their classroom. Terrific Kids are recognized for their work ethic, leadership and positive attitude. Students are also recognized for academic achievement, outstanding character, Reader Leaders, and Author Spotlights. We value positive behavior; therefore, our students receive positive referrals. Through our work with Positive Behavior Interventions and Supports (PBIS), we have found that students respond better if we focus on what they are capable of instead of negative behavior. We know there is true potential in each child and it is our mission for the student, parent, and teacher to believe in that. Two students each month are nominated by their peers for our C-FG Difference Maker Award. These students receive this award for their honesty, compassion, perseverance, and leadership. The C-FG Difference Maker sign is proudly posted in the front yard of the student's home for the month.

Teachers are the key difference makers in a student's life. They have many roles and responsibilities, which can be overwhelming. We want our teachers to know they are the most valuable component of our students' and school success. Teachers often receive duty-free and catered lunches, jean passes, early-leave passes, birthday gift bags, and faculty meeting door prizes. Throughout the school year, we offer motivational speakers and after-school faculty events. The Sunshine Club provides gift baskets, flowers, and monetary donations to teachers experiencing an illness or family member's death. Teachers' feedback is important; therefore, they are asked to complete principal, instructional coaches, and over-all climate/culture surveys each year. This feedback is used to improve working conditions and to provide support for our teachers. Teachers also have the opportunity to be nominated by their colleagues for the C-FG Difference Maker Award. The C-FG Difference Maker sign is proudly posted outside their classroom door. C-FG faculty and staff, parents and students drive the success of the school. Our partnership allows us to develop and maintain a positive school climate that benefits the students' well-being and academic achievement.

2. Engaging Families and Community:

C-FG is a family-friendly community school. Our school values the aspects of family and community in supporting students' academic, social, and emotional success through communication, parent education, parental input, and community collaboration. Two-way communication with families is fostered through use of print and digital newsletters, communication apps such as Bloomz and Class Dojo, the school website, and social media. Communication is furthered through School Messenger as well as Language Line Solutions to communicate with families whose first language is not English. These communication avenues are used to include parents in events, provide instructional strategies to support students at home, convey achievements and awards, and foster participation from families and the community throughout the school year. C-FG has one hundred percent participation for parent-teacher conferences where student data is presented and goal setting occurs with parental input. Input from families and the community is sought through the School Improvement Council as well as through C-FG's Parent-Teacher Association (PTA). The school reports to the community yearly through a School Improvement Council meeting each year, the

Report to the Community, and through the state School Report Card that is shared with all stakeholders. Input from families is sought by the PTA to plan community engagement events, fundraisers, and funding of school needs.

Families and community members are C-FG's partners in offering schoolwide events that foster student achievement and socialization. These events include Meet the Teacher, family academic nights, Mother and Son Movie Night, Father and Daughter Dance, field day, and Health and Fitness Night, all at no cost to families. We collaborate with the Chapman Cultural Center to display student artwork and produce Cub Singers' performances for the community to enjoy. The PTA hosts Santa Shoppe, fundraisers such as the Boosterthon Fun Run, and partners with teachers to support student participation in field trips. Students' academic and social accomplishments are celebrated through quarterly awards day programs for each grade level and monthly Terrific Kid programs. C-FG students showcase their robotics and engineering skills at the community-wide STEAMstravaganza event hosted by a district middle school. Cubby's Readers is a program our school funds to enable every child to receive the same chapter book for schoolwide, family engagement in reading. Teachers and district personnel read and record chapters that students can access through the Cubby's Readers website. Mystery Readers, community members, and parents visit and surprise classrooms to share their love of reading in their daily lives.

C-FG is nestled in a community that is generous with time and resources. All school faculty and staff donate to the Upstate Family Resource Center, which in turn supports our families and students through parent education programs and resources for families in need. Christmas shopping with the principal, guidance counselor, and teachers is done with students in need and is sponsored by community members, faculty and staff, and PTA. Mentor Spartanburg, a student mentoring program, involves members of the community and local churches working with students to build relationships and a positive school culture. We partner with Spartanburg Parks and Recreation's After Class Enrichment (ACE) program to assist students beyond the school day through academic tutoring, character building, and physical activity. C-FG also partners with the University of South Carolina Upstate, Converse College, and Limestone College to provide mentoring for pre-service teachers through practicums and student teaching opportunities. Relationships with community partners are highly valued and promote academic, emotional, and social growth in our students.

3. Professional Development:

A culture of teacher efficacy and clarity is the foundation for our success. Professional Development (PD) is provided based on current district and school data, individual goals of teachers, and research to support the practice. Spartanburg District Two instructional leaders and building level coaches design a year-long framework for professional development. Within this framework, our instructional coaches work closely with teachers to determine specific goals they would like to achieve. Our monthly professional development meetings are designed to optimize our time with PD that is differentiated based on grade-level and teacher goals. Instructional coaches work closely with teachers throughout the month on specific instructional strategies through co-planning, modeling, and co-teaching. During whole group PD meetings, teachers present the instructional strategies they are using in their classrooms. Teachers demonstrate classroom practices through micro-teaching, where teachers video themselves working with students for others to observe during Teaching and Learning Teams (TLTs). During TLTs, team members discuss strengths and the impact of practices on learning and create plans to implement effective strategies in their classrooms.

Teachers and administrators have opportunities to continue their life-long learning outside of our school building. Spartanburg District Two offers a variety of professional development including Read to Succeed, math manipulatives training, guided math, science tool-kits, literacy intervention, Multi-Tiered Systems of Support (MTSS), and Cognitive Coaching. The district offers a full-day professional development, Tech in 2, where district teachers and experts in the field present innovative technological strategies to implement in the classroom. The district invites representatives from each school to join ELA, Math, Science, or Social Studies Advisory Committees. This team of teachers receives current advances in the subject area and report back to their schools. Grade-level representatives attend Teacher Learning Teams Academy each month focusing on two book studies: *Design in 5* by Nicole Vagle and *Leading*

Impact Teams: Building a Culture of Efficacy by Paul Bloomberg and Barb Pitchford. The purpose of the academy is to build teacher leaders within the schools. Our district has partnered with The Core Collaborative, Leading Impact Teams. C-FG was one of the three selected elementary schools in the district to be a model for Impact Teams. The goal of Impact Teams is to establish teacher clarity and grow assessment capable learners through unpacking standards, success criteria, data analysis, micro-teaching, and feedback. The implementation of ongoing, high quality, relevant PD for teachers and administrators has impacted staff and student efficacy and student achievement.

4. School Leadership:

Everyone in our school has a leadership role. John Maxwell states, “Leaders become great not because of their power, but because of their ability to empower others.” Our administration believes every person in our school plays a valuable role in our school’s success. The principal demonstrates distributive leadership and school leadership can be found throughout the entire school. The administrators are consistently visible throughout the school and are always accessible to students, teachers, and parents. Shared decision-making is a daily practice as input is gathered from stakeholders on a daily basis. The administrators are strong instructional leaders and lead the school from “what is” to “what could be.” C-FG’s principal invests in the leadership development of the team. Weekly leadership team meetings led by the principal set the tone for every interaction with every faculty member, parent, community member and most importantly, every student. Our C-FG students are at the forefront of every decision made at the school. We are here for every child, every day. Administrators begin each day by greeting students by name as they enter the school so that each child is recognized for the unique contributions that they bring to C-FG.

Our teachers serve as grade-level representatives and effectively communicate important information with their colleagues. The teachers present instructional content during professional developments and facilitate and lead Teaching and Learning Teams (TLTs). Our TLT process is the vehicle that drives and accelerates student achievement as educators join forces to set the bar high and collectively commit to making a difference for all students. Research indicates a strong, causal relationship between instructional leadership, teacher collaboration, teacher efficacy, and student achievement. Our TLT high impact team process is an intersection for all four components that ensures student progress!

Each grade level has a teacher lead that attends the Teacher Learning Teams Academy. Our literacy and math instructional coaches co-teach, model lessons, and are in classrooms daily modeling effective instruction for teachers. They assist during TLTs and lead professional developments with a positive growth mindset. Other teachers plan and organize school events while others represent C-FG at district and state level meetings.

Our school is proud of the student leaders and the positive influence they have on the entire student body. Our fourth grade student leaders are members of Cub Patrol, where they greet students in the morning, help in the office, lead our school news show, or raise and lower the flag. Our student council members organize canned food drives and other community service projects and are the smiling faces that greet special visitors. Our student leaders not only lead by example, but they excel in the classroom and have proven student success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Carlisle-Foster’s Grove Elementary, our intentional practice of building relationships is the Difference Maker. We strive to impact overall growth within our building through positive experiences that empower our students and teachers. We believe that every minute matters as we establish and build relationships. In turn, we feel that each positive relationship is foundational for our educational growth. Just as Jack Penn has quoted, we realize that, “One of the secrets of life is to make stepping stones out of stumbling blocks.” Our teamwork approach reinforces our belief that all students can learn, no matter the challenge.

We believe that relationships foster student and teacher efficacy. Therefore, we use collaborative learning opportunities, such as Teaching and Learning Teams, to help close the achievement gap. When we know our students, academically and personally, we can use their interests and strengths in order to improve their weaknesses. Opportunities to grow can be found within small guided group instruction in reading and math as well as book clubs. This teaching philosophy is also integrated into our professional development approach. Just as our teachers tailor lessons to meet student needs, our professional development is also differentiated or tailored to meet goals and expand instructional strategies.

We embrace students’ cultural, social, and economic differences. Through our hands-on training with the South Carolina Resilient Schools Initiative, our faculty and staff understand the barriers to academic success. Being aware of students’ obstacles evokes teacher compassion, which furthers student-teacher relationships. We also know that student success does not fall solely on the teacher. As previously stated by Stephanie Harvey, “It really does take a village.” Principals, related arts, and support staff work with small group intervention groups before, during, and after school. Every child is known and supported by someone in addition to their classroom teacher in some capacity.

We bridge the gap between home and school by welcoming and providing a comfortable environment for parents from the moment they are first greeted by our office staff. Families are always encouraged to participate in our everyday school lives and are considered our partners. As they eat lunch with their child, attend special events, and make classroom visits, our school-home relationships strengthen. It is our goal that every parent feels confident that their child is learning in a safe, caring, and innovative environment.

John F. Kennedy once said, “One person can make a difference and everyone should try.” At Carlisle-Foster’s Grove, we all strive to be the one who makes a difference in a child’s life. While high quality instruction is a key component of our success, we know that unless students and teachers feel safe and encouraged, nothing else matters. At the heart of it all, high-quality relationships drive our success.