

U.S. Department of Education
2020 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. Grace Meyer
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 3780 Evans To Locks Road
(If address is P.O. Box, also include street address.)

City Martinez State GA Zip Code+4 (9 digits total) 30907-4912

County Columbia County

Telephone (706) 868-3705 Fax (706) 854-5837

Web site/URL http://www.stevenscreekes.ccboe.net E-mail grace.meyer@ccboe.net

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* Sandra Caraway E-mail scaraway@ccboe.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Columbia County Tel. (706) 868-3705

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 David Dekle
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools)

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

SCHOOL (To be completed by all schools)

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

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	68	73	141
1	71	62	133
2	70	66	136
3	59	74	133
4	81	78	159
5	83	73	156
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	432	426	858

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.2 % American Indian or Alaska Native
 - 17.7 % Asian
 - 8.3 % Black or African American
 - 4.5 % Hispanic or Latino
 - 0.3 % Native Hawaiian or Other Pacific Islander
 - 62.2 % White
 - 6.8 % 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 2018 - 2019 school year: 10%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	48
(3) Total of all transferred students [sum of rows (1) and (2)]	83
(4) Total number of students in the school as of October 1, 2018	849
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Russian, Chinese, Gujarati, Bengali, Spanish, Punjabi, Hindi, Korean, Arabic, Japanese, Vietnamese, Portuguese, Italian, Hungarian, Other Asian, Other Indian

English Language Learners (ELL) in the school: 6 %

52 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 120

8. Students receiving special education services: 0 %
0 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>2</u> Autism | <u>19</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>17</u> Other Health Impaired |
| <u>9</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>28</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	46
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	3%	3%	3%	3%	3%
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 2019.

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.

Empowering and inspiring all learners to excel in a global society.

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

Stevens Creek Elementary is located in the suburbs of Augusta, Georgia and the community is dominantly made up of working professional such as doctors, lawyers, and engineers. A large number of our students come from homes that would be considered middle to upper-middle class households. Our parent involvement is active and consistent and therefore the majority of our students are motivated which results in them taking school seriously and striving to achieve. We definitely have a culture of achievement due to our parent engagement and as a school we are dedicated to creating opportunities to celebrate these achievements. Our PTO has a program that celebrates students on a monthly basis. The focus of these celebrations are students who have been nominated by their teachers for meeting our school wide goal of being respectful, responsible, and ready to learn.

Stevens Creek administration, teachers, and staff understand that there is no single program or new practice that can make our school effective and therefore we spend time reflecting on logical and decisive improvement strategies that are appropriate for our school. All teachers are expected and required to practice instructional focus with the use of consistent materials and resources that are used strategically to support the instructional focus along with fidelity check observations by administration and other instructional support staff. Our schedule not only allows for a significant amount of planning time for teachers to collaborate on meaningful, purposeful learning, and instruction, but it also is a coherent schedule with few interruptions to our students' learning. Engagement is another priority and we spend a considerable amount of time learning, reflecting, and creating engaging instructional strategies through cluster meetings and professional development opportunities. Providing opportunities and time for our teachers to refine instruction helps to promote a culture of learning and achievement for both teachers and students. Student growth is central to determining what strategies have worked best for all classrooms and this is accomplished through our "Teach to Learn" planning meetings that occur two or three times a week collaboratively with peer teachers. During these meetings teachers focus on data to determine the successes of instruction. During the planning part of these meetings the teachers focus on several key points of instruction: instruction authenticity and relevance and providing learners opportunity for interaction. Plans should include tasks that allow for the learner to have some degree of control over the content or methods of learning. Learner engagement in well-organized inquiry that involves using existing knowledge to discover or formulate new ideas, concepts, or information should also be present in lessons. Assessment should be the endpoint for planning all instructional learning tasks and should allow opportunities for the learners to think about their own learning processes, self-monitor that progress, and identify strategies to increase their own learning. Administration or administrative support staff regularly attend the TLT (teach to learn) meetings to offer support and insight, as well as for fidelity purposes.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

The main goal of all classroom instruction is to create successful learners that are assessment capable learners where students know what they are learning, expect feedback, give feedback to other learners, and have a growth mindset. Teachers are expected to use precise terminology to describe what students will learn. Instructional planning and delivery is purposeful and assessments are designed to be meaningful, specifically to guide all instruction. Teachers make an effort to use deliberate assessments and feedback strategies to improve learning for all students in the classroom. We believe that all students need to acquire the discipline of learning by providing opportunities and instructional support that allows students to collect and organize information, to speak and write effectively, to become problem solvers, and to reflect and learn from their own activity as learners. Teachers are expected to collaborate on research-based strategies that demonstrate effectiveness in helping students meet the standards and are learning strategies that are transferable to the students. These learning strategies are purposefully implemented with the intention that students can learn and apply them independently to their own learning. For this to be established and effective, our teachers understand the importance of responsible assessment practices. Teachers work together to be evaluative on their instruction to help determine how close to, or how far from, a given learning intention our students' thinking and performances are.

1b. Reading/English language arts

Our first goal is to support all our readers where they are at and help them to engage with and enjoy books, make meaning, acquire vocabulary, use text features to understand, connect the pages, practice their fluency, and to respond to texts by writing and talking. We hope to create readers that identify as confident, engaged, and joyful readers. Our reading teachers also understand that engagement is essential to our reading program. We know that the amount of time our students spend actively practicing their reading makes the biggest difference to their success as readers in all areas of the curriculum. During reading instruction, teachers model, recognize, and encourage motivated readers that can strategically comprehend what they read and are knowledgeable in their construction of meaning from text. Our reading program is designed to make sure students use specific skills to construct accurate meaning from a text. Students are instructed in the early years on systematic phonics that help children learn letter-sound correspondence, as well as the rules and patterns to better understand how they work in English. The purposeful phonics based instruction is then integrated with intentional reading instruction that supports meaning and syntax for comprehension. Our readers are consistently provided learning tasks that require them to think about what makes sense and how what they are reading match the picture and/or what's happening so far in the text. They also are provided explicit reading instruction that requires the reader to use their knowledge of sentence structure, grammar, and parts of speech to read words that agree with the written form of Standard English. Our ultimate goal is to create literate students and that means more than just being readers. We are also dedicated to providing instruction that promotes discussion and composition in literary and informational texts. The reading program fosters student growth through oral language development, composition, investigation, and performance. Assessment occurs throughout the academic year and the results are used to inform the teacher and learner on their literacy progress. A significant amount of time is dedicated to developing literacy with consistent, uninterrupted instructional time in which children are engaged in sustained, organized, and comprehensive experiences with all of the components of language arts. The development of proficiency in our readers and writers is our goal and this is established through rich reading experiences, opportunities for purposeful writing, and occasions for meaningful interactions with peers and teachers about the reading and writing that happens during ELA instruction.

1c. Mathematics

Our math program is dedicated to establishing mathematical goals to focus the learning and implementing tasks that promote reasoning and problem solving. Also, building procedural fluency from the student's own

conceptual understanding is key to success in math. Our teachers provide opportunities for students to pose purposeful questions and support productive struggle in learning mathematics. The majority of our math instruction is dependent on responding to student data in real time, and each teacher has his or her own strengths and personality to deliver the necessary instruction to help with mastery of the learning intention for math instruction. Our math program does focus on rigor allowing for a balanced approach among conceptual mathematical understandings, procedural skills, and fluency. Our teachers intentionally design math instruction through a collaborative process that focuses on research based instruction, clear learning intentions, and student data. With the consistent use of diagnostic formative assessments, teachers use the data to develop learning goals for students, to differentiate instruction, and to document learning. A variety of formal and informal assessments are planned collaboratively and are aligned with instructional results to measure student mastery of learning objectives. Teachers use this information to challenge and support each student's learning by using assessment information to provide appropriate content and develop skills which address individual learning difference. Our teachers understand the impact of their instruction on student success and spend planning time matching the right approach with the appropriate phase to learning mathematical skills and concepts.

1d. Science

Our school's approach to science instruction is the construction of a process that is oriented towards inquiry methods by emphasizing process skills and hand-on experiences. These experiences are designed to allow children to develop their own questions about phenomena that interest them and to seek their own answers to those questions through activities that they themselves devise. Teachers collaborate on planning science investigations that are designed to meet the unique needs of the children. Our goal is to develop inquiry of the science standards by developing opportunities for teachers and students to work jointly on how to proceed with discovering a science phenomenon. This approach to planning science lessons is still at the beginning stages, but through coaching sessions and professional development it is our intention to design a standard approach to teaching the science curriculum at all grade levels. There is so much science in our world and therefore children ask questions to which we may not know answers, and that is why we are working towards creating a science curriculum that promotes standards, but supports the inquiry needed for engaging science instruction. Our students will be taught to understand the nature of scientific inquiry and how it is central to science itself. It is also our goal to be able to provide opportunities for conceptual connections within and across science disciplines, as well as mathematics, technology, and other school subjects. We do currently make efforts to meet this goal when planning and designing science instruction, however it is not comprehensive at this time. Lessons have been designed to include opportunities and experiences to produce new knowledge by observing, asking questions, trying things, making inferences, sorting things, and focusing less on the right answers and more on the unknown answers. New knowledge is produced as the result of being able to do science.

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

Our social studies program approaches the subject with a commitment to the state curriculum that is designed to provide students with opportunities to investigate, discuss values, engage in real-world problem solving, weigh costs and benefits, consider opportunity costs, and make rational decisions while learning and encountering many problems and questions based in civics, economics, geography, and history. With teacher guidance, children can actively explore both the processes and concepts of social studies while simultaneously exploring other content areas. Specialized social studies academic vocabulary and concepts should be developed and integrated into the curriculum. Students cannot internalize vocabulary for use unless teachers model it and use it in classroom discussions.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Our art program focuses on creating, presenting, and responding to art, while connecting the world of art to other areas of learning and personal endeavors. Our art teacher consistently engages students in the creative process to generate and visualize ideas by using subject matter and symbols to communicate meaning. Students create works of art based on selected themes. Students are instructed on how to use and apply media, techniques, and processes of two-dimensional and three-dimensional art. Students are also provided opportunities and instruction on the safe and appropriate use of materials, tools, and equipment for a variety of artistic processes. Students participate in appropriate exhibitions of works of art to develop identity of self as artist. As a way to support personal connection to art the teacher designs lessons that initiate conversations about personal works of art and the artwork of others to enhance visual literacy. Investigating and discovering the personal relationships of artists to community, culture, and the world through making and studying art is an essential part of our art program, as well as the integration of information from other disciplines to enhance the understanding and production of works of art. Our students attend art once a week for 45 minutes.

Health Education and Physical Education are integral parts of the total education of every child therefore, every student is provided with the opportunity to participate in a quality health and physical education program two times a week for 45 minutes. The role of our PE program is to provide our students with the knowledge and skills they need to become successful learners and healthy and productive adults. Our teacher designs instruction that helps students develop health-related fitness, physical competence in movement activities, cognitive understanding, and positive attitudes toward physical activity so that they can adopt healthy and physically active lifestyles. The lessons provide learning experiences that meet a student's developmental needs, which in turn helps to improve the mental alertness, academic performance, readiness, and enthusiasm for learning.

According to the National Standards for Arts Education, performing, creating, and responding to music are the fundamental music processes in which humans engage. Listening to, analyzing, and evaluating music are important building blocks of musical learning. Broad experience with a variety of music is necessary if students are to make informed musical judgments. This breadth of background enables students to begin to understand the connections and relationships between music and other disciplines. To participate fully in a diverse, global society, students must understand their own historical and cultural heritage and those of others within their communities and beyond. Music is a basic expression of human culture; every student receives a balanced, comprehensive, and sequential program of study in music.

We have a Spanish program at Stevens Creek Elementary and we are the only elementary preschool in the area that offers this program. Students attend Spanish two times a week for 45 minutes and the curriculum is delivered through an immersion approach, K-5, however our fifth and fourth graders have a unit that focuses on the Spanish culture and history. We have had this program for over 20 years and it is solely funded by our PTO funds. We believe strongly in the benefits of this program because bilingualism has been shown to increase cognitive thinking in the areas of divergent thinking, pattern recognition, and problem solving. When evaluating our program, we have found that our students have an enhanced sensitivity to verbal and non-verbal cues and to show greater attention to their listeners' needs. Keeping this program has not been easy and every year we have to justify continuing the financial support for our Spanish program.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level in math or reading are provided with small group interventions on a daily basis. Using benchmark data to determine student needs for both math and reading, we place students needing extra support intervention groups. Students scoring 20% on the NPR benchmark, are then screened for specific reading intervention placement. These students receive 90 minutes of rigorous, intense intervention with no more than 11 students. This reading intervention has to meet instructional fidelity checks on a bi-monthly evaluation. Also, we meet every month as a team to discuss student progress using formative, summative, and progress monitoring data. Action plans are made for students that are not making adequate progress. These plans include things such as extra time on fluency tasks and computer programs

that support phonics and phonemic awareness. Students that are somewhat at risk in reading, identified by the scoring 21%-39% on the NPR reading benchmark, receive an additional 45 minutes of daily intervention outside of core reading time in the classroom. This intervention focuses on extra support with phonics, phonemic awareness, and fluency in grades 1 and 2. For grades 3 through 5 the intervention focuses on the comprehension standards being taught in their regular reading class and daily fluency tasks that are monitored by the individual students and intervention teacher. This intervention is monitored by our instructional specialists using progress monitoring and feedback from the student's classroom teacher. Our at-risk math students are identified on our county benchmark assessment. We provide daily intervention for 45 minutes outside of their regular 90 minute core math class. This intervention uses a computer program that focuses on providing practice of concepts and skills that the student is not proficient in. The computer program requires teacher feedback and instruction on the student's individual needs. We use benchmark assessments to determine progress. This data is monitored by administration and data meetings are held twice a semester to discuss and make plans for continuing appropriate instruction for these students.

3b. Students performing above grade level

Students scoring 96% and above on the reading benchmark are placed with a gifted endorsed teacher. These teachers have gifted certification and are knowledgeable on how to meet the needs of these students. Teachers use data to determine students understanding of the skills and concepts being taught for all reading and math units. Students that are identified as already mastering these standards are put on learning contracts during the instruction for that unit. These learning contracts are designed for students to participate in investigative, problems solving, and creative thinking tasks to further their understanding in ELA and mathematical concepts and skills. We also offer sixth grade math to students in fifth grade. These students are monitored by the gifted teacher as they participate in Georgia's virtual school sixth grade math program. These students will move on to seventh grade math when they get to sixth grade. Students that are identified as gifted learners in accordance to the Georgia requirements receive 45 minutes daily instruction for enrichment units that focus on real world problems and connections.

3c. Special education

At Stevens Creek Elementary we strive to ensure that our students with disabilities participate in effective core instruction that meets their unique needs. This specially designed instruction starts with developing learning goals for our students and is delivered via various service models, as described in their IEPs. Common elements among all service delivery models include meeting individual student needs; using research-based practices; enabling students to meet grade-level standards; and including alterations in content, methodology, and delivery of instruction. Specific instructional practices among our younger grades-kindergarten-3rd grade include small group direct instruction on grade level standards in reading, writing, mathematics, or social-emotional self-regulation in a separate room setting; core-replacement intervention in reading; and/or supportive instruction within the general education setting. We focus on immersing our 4th-5th grade students with disabilities into the general education setting to the maximum extent possible, via collaboration and co-teaching. Small group direct instruction and reading interventions are offered in upper grades as well. Our teachers implement daily interventions focused on drastically increasing practice turns and feedback, self-reflection, providing explicit and embedded vocabulary intervention, incorporating metacognitive strategies, as well as effective behavioral systems. Our school administrators protect instructional time for our youngsters by also protecting the time of the teachers. They limit the duties assigned to teachers and promote their collaboration with a wide range of professionals, including fellow teachers, related services providers, a special education program specialist, an instructional specialist, and student' families. Stevens Creek Elementary staff serving our students with an IEP diligently focus on altering instruction based on formative assessments, progress monitoring, and self-reflection. Our special education teachers strive to establish a consistent, organized, and respectful learning environment to support student success. Our approach incorporates explicit teaching of social skills via evidence-based practices, such as team-based problem solving strategies, establishing expectations and routines, providing social stories, role-playing, and problem solving contexts. We provide students with multiple opportunities to practice appropriate social behaviors throughout the school day followed by positive specific feedback. Our decisions are data-driven; fidelity focused; and for increasing the achievement of students with disabilities and their non-disabled peers.

3d. ELLs, if a special program or intervention is offered

Our teachers use these WIDA ELD standards and integrate them with the Georgia Standards of Excellence to create coherent instruction throughout our building. We employ an asset mindset as we seek to differentiate our instructional practices to address the language development needs of all students. Language development is designed to address English language proficiency as well as academic language proficiency in content subject areas. Our school uses the Pull-Out delivery model for our EL students. The pull-out times coincide with our Individual Extension times for each grade level. Kindergarten through Grade 3 are served for 45 minutes daily while Grades 4 and 5 are served for 50 minutes daily. We have a very culturally diverse ESOL student population with students from over 9 different countries speaking over 12 different languages. We implement a Language Literacy program, Imagine Learning, for 20 minutes of the class time. This program is tailored to the individual language needs of each student in the following domains: Listening, Speaking, Reading, and Writing. The ESOL teacher uses data from the program to address skill needs and interventions as well as to give feedback on student portfolio work in the Imagine Learning program. This program uses Benchmark assessments every 90 days to track student growth and progress.

The ESOL teacher also creates lessons for each grade level with a great emphasis on vocabulary development and writing. The ESOL teacher uses a variety of instructional strategies to differentiate student needs, such as word banks, sentence frames, Think-Pair-Share, Think-Pair-Write, and graphics organizers. The teacher implements formative assessments to check for vocabulary and skill mastery through the units.

The ESOL teacher publishes a monthly newsletter for teachers to assist and ensure that ELD standards and most effective instructional strategies for language development are implemented throughout the school building. The ESOL teacher works with parents to ensure that our EL parents are kept informed and are included inside and outside of the classroom. All ELs take the annual ACCESS test for language proficiency. These scores are then used by all teachers across curriculum as they seek to teach and reach our EL students based on what they Can DO given their language development. These Can-Do descriptors help drive lesson scaffolding and differentiation in all classrooms.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

A positive learning environment leads to student engagement which is why our school follows the Behavioral Interventions and Supports (PBIS) three-tiered framework. Over the past several years, we have implemented this framework in every aspect of our school. We created our Cardinal's Creed which is our list of daily expectations for our students, "We are respectful, responsible, and ready to learn." When a student is following these expectations, the teacher positively reinforces these behaviors by sharing that student's success with the class. Our teachers model to our students what respect and responsibility look like within the classroom community. These classroom communities are made up of students that care for each other, encourage one another, and root for their classmates' success.

As the students become models themselves, teachers reward them with our Cardinal Coins. Student can exchange the coins for prizes or for activities created from a school-wide student interest inventory.

We also encourage teachers and staff to recognize whole classes following our Cardinal Creed. These classes at the end of each quarter get to participate in a celebration. Our celebrations range from outdoor water parties, dances, and Bingo games.

Our goal is to always offer students engaging and meaningful opportunities in behavior and in classroom instruction and learning. Teachers intentionally plan learning tasks that possess the following components: authenticity, a social aspect, a personal response, an audience, clear expectations, and novelty. Students are excited to come to class knowing their teachers are leading them to new adventures every day. To accomplish such tasks, teachers use a variety of resources including guest speakers, virtual field trips, educational technology programs and equipment, manipulatives, and play performances.

Every day, students have real conversations on what they are learning, why they are learning it, and how they will know when they are learning it. The students are excited to see the connections of class content to the world around them. The teachers make it very clear to students what the learning intentions are along with the student success criteria. Students know what they are learning and understand what it takes to meet the criteria which in turn keeps them engaged in the content and instruction.

2. Engaging Families and Community:

We have a very strong Parent Teacher Organization (PTO) in our school. The PTO officers along with administration and teacher representatives share the common vision of our district and our school, "Empowering and inspiring all learners to excel in a global society." The PTO plays a huge part of being the liaison for our school stakeholders. We have many activities to involve families and other community members in our school. Each month we have student performances which always bring out big crowds to show support and a sense of family. We also have several afterschool activities planned for our families in an effort to bring us together for fun and fellowship. All of these activities help foster a family community which is so important in building and maintaining a positive learning environment.

Our PTO is also instrumental in helping our teachers have everything they need to help students reach their highest potential. Every year, the PTO uses a significant amount of their budget to offer teachers Vision Grants. The teachers apply for classroom items that can enrich and accelerate student achievement. These grants have funded technology items such as coding robots, virtual reality, flexible seating, curriculum materials, etc. The teachers use these items to push students to new adventures and to higher levels of inquiry and learning.

Another avenue of engaging our communities is through inviting our stakeholders into our schools. In the course of a year, we have dozens of guest speakers come into our classrooms and share their knowledge with our students. Because our parent population is so talented and diverse in careers, we are able to call upon our community experts to come teach our students and to demonstrate their expertise to us.

The last key element of successful parent and community engagement is communication. The teachers communicate daily with parents on the progress of our students through a variety of social media apps. Teachers provide weekly newsletters with important dates and the lessons and assessments for the week. We also have a school website and Facebook page to keep parents informed of school happenings and student events. We also use our Facebook page to post all the great things students are doing in school. The community loves seeing what our students are learning. Parent and community members continue to give positive feedback on our communication efforts.

3. Creating Professional Culture:

Collective teacher efficacy is a priority in our school. Collaboration among teachers fosters teacher efficacy and is instrumental in student achievement. To make this happen, we provide our teachers protected planning time to share assessment data and to plan with intention and clarity. Teachers are expected during these meetings to analyze student assessment data and then to come up with plans to help struggling students and to challenge students that are ready to move on. Administrators, the instructional specialist, and the media specialist attend teacher planning meetings to see what teachers need in training, materials, support, etc. We then create opportunities for professional development based on teacher need.

We also recognize and utilize teacher leaders and teacher rock stars. We call upon our teachers to serve as trainers and experts to other teachers on best practices. Treating our teachers as the experts they are and valuing their input builds a healthy and productive professional learning community.

For the past couple of years, we have listened our teachers and the need for professional development on blended learning and using technology to enhance student learning, and we have provided hours of training on integrating technology into instruction. We have encouraged our teachers to become Google certified, and currently over half of our teachers are Google Level 1 certified. We cannot express what a blessing this has been during our current situation of learning from home during this pandemic.

The last area in solidifying a positive professional culture where teachers and staff feel supported is centered on student behavior and discipline. Our teachers are supported through our MTSS behavior interventions. We make it our priority to make sure teachers are able to instruct students and support them with classroom behaviors. When teachers identify students that need additional behavior support, we are able to put in interventions to help the students be successful. We have created a behavior flow chart, which helps teachers in the steps of collecting data, requesting help, and accessing appropriate interventions for each student. Students and teachers are supported with interventions that continue to contribute to the positive learning environment for everyone.

4. School Leadership:

Simply put--What's best for kids drives every decision our leadership team makes and puts into place for students and teachers. Deciding what is best for kids is a team effort. Effective leadership is built around a team that is committed and trusts each other. At our school, we have two teams to help lead our school. The first team (the LEAD team) is made up of the principal, assistant principal, the instructional specialist, the media specialist, and our two school counselors. This team meets regularly to discuss student progress in three areas: academics, behavior, and socio-emotional health of students. Each person on the team shares data and concerns to the team. The school leadership team is comprised of the LEAD team plus a grade level representative from each grade level along with special area teachers such as special education and a specials/fine arts teacher rep (i.e. music, etc.).

Each member of the LEAD team plays an important role in helping lead the school. The principal is the instructional leader of the school and takes an active role in knowing what is happening in the classrooms and monitoring teachers to ensure all TKES standards are being met and that quality instruction is happening. The assistant principal is integral in the MTSS program at our school. She monitors and supports the students and the teachers offering the interventions. The instructional specialist supports the teachers through modeling lessons and providing professional development on best practices. Our media

specialist not only supports teachers with many learning resources, she also has transformed our learning commons into the school's largest classroom with multiple opportunities for students. Our school counselors support students socially and emotionally through many interventions ranging from whole class lessons to small groups and individual counseling.

Each leadership team member plays a very important role of representing his/her grade level when making decisions, carrying back information to the rest of his/her team, and being the voice for his/her team. The leadership team is the heartbeat of the school and continues to improve all aspects of school for our students. Our team, on a regular basis, reviews school academic data and behavior data to see the strengths, weaknesses, and needs of our school student body and faculty. We work as a team to develop plans that in the end will help students succeed at our school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Data-informed decision making is one of the most important practices used at our school. Without collecting student data and analyzing it, all aspects of student progress would suffer. Our professional learning teams consisting of teachers, administrators, counselors, and specialists look to student data to help guide our school improvement.

On a daily basis our building educators are looking at student data to find out if what we are implementing is working and what are student needs in academics and socio-emotional needs. Our team uses all types of data from state testing, unit pre/post-tests, screeners, progress monitoring, teacher observations, student surveys, etc. to understand what is happening in our school with our students.

For example, our MTSS team uses screeners to find out the needs of our students both academically and behaviorally. This data is used to form students for tiered interventions. These screeners and pretests help us place students in the appropriate intervention for maximum growth potential. Once groups are in place and interventions are being implemented, we progress monitor students to see if the interventions are working and if students are making academic progress.

Our teachers meet weekly to share student data from weekly assessments with teammates to discuss student mastery on the standards. From the data, teachers plan their instruction to meet all levels of student needs. Because they take the time to dig into the student performance, all students are able to access rigorous and appropriate learning tasks and instruction.

Along the same lines, we continuously collect data on student behaviors. Teachers input behavior infractions along with actions taken by the teacher into a data system. We continue to study this data and look for trends of behaviors to determine the next step to helping students be successful. We are able to drill down to the exact needs of each child.

Data tells us a story, and from that story, we are able to create opportunities for students along their educational journey. Data helps us make connections that lead to insights on how to best help each of our students.