

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

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

School Mailing Address 3737 Shiloh Road
(If address is P.O. Box, also include street address.)

City Hampstead State MD Zip Code+4 (9 digits total) 21074-1634

County Carroll County

Telephone (410) 751-3420 Fax (410) 751-3438

Web site/URL
<https://www.carrollk12.org/schools/elementary/ham/Pages/default.aspx> E-mail anmoore@carrollk12.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* Dr. Steven Lockard E-mail salocka@carrollk12.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carroll County Public Schools Tel. (410) 751-3000

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Donna Sivigny
(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):
- 22 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 37 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. 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	13	17	30
K	36	19	55
1	39	40	79
2	29	31	60
3	37	27	64
4	32	20	52
5	33	29	62
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	219	183	402

*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 % American Indian or Alaska Native
 - 1 % Asian
 - 4 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 4 % 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: ≤1%

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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2018	0
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

English Language Learners (ELL) in the school: 2 %
8 Total number ELL

7. Students eligible for free/reduced-priced meals: 21 %

Total number students who qualify: 86

8. Students receiving special education services: 20 %

82 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>18</u> Autism | <u>5</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>16</u> Developmental Delay | <u>5</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>16</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 6

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	33
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	42

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 12:1

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	92%	93%	94%	92%	93%
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.

The Hampstead Elementary School community provides all students with a meaningful, engaging learning environment while recognizing diversity and striving for academic excellence.

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

In 1919, the Hampstead School for students in grade 1-12 was opened on Main Street. By 1920, Hampstead's population according to the census had grown to 566. The Hampstead School opened filled with the students from the Hampstead, Fairmount, Greenmount, and Mount Salem one room schoolhouses. Hampstead School remained a grades 1-12 school until 1956, when Hampstead High School opened in what is now the North Carroll Middle School building, for grades 6-12 and the Hampstead School became Hampstead Elementary School. The current Hampstead Elementary School located at 3737 Shiloh Road opened in 1985 serving grades 1-5, with Kindergarten remaining in the old Hampstead School until 1992.

Hampstead Elementary was designated as the 'regional school' to serve students diagnosed with Autism and other cognitive and medical disabilities. Hampstead Elementary currently has an enrollment of 403 students, serving students age 3 in a Prep class through 5th grade. The Prep program services our youngest learners, age 3, identifying early special education needs. Prep students are in the program for 2 years. When they are 4 years old, non-disabled peer role models are included in the class. In addition, we have a Life Skills classroom and 4 classrooms serving our autism population.

The staff at Hampstead Elementary are vested in the success of every student. The staff prides itself on knowing the individual unique needs and talents of each student. The staff at Hampstead Elementary do not say "that's not my job", but rather "how can I help?" In addition, we have a Life Skills classroom and 4 classrooms serving our autism population. The children with special needs are included in every aspect of school culture and activities. Every year, in April we have "Disability Awareness Day" where all students visit learning stations to learn what it's like to have various disabilities. We also bring in cultural assemblies and speakers to teach the students about disabilities and acceptance of others unlike themselves. The students also participate in 'Light It Up Blue Day' activities. The non-disabled students at Hampstead are accepting of the children who may not be the same type of learner as themselves, since acceptance is ingrained in our school culture every day.

Hampstead Elementary is very focused on academic achievement, working STEM education into classroom lessons. We have a Green Team that built an on-site garden which is tended by students and a recycling program. The 4th grade builds oyster habitats to be placed in the Chesapeake Bay. Second graders visit the Maryland Science Center. All students get the opportunity to visit the Mobile Science Lab multiple times with their classroom. The school is partnered with Knorr Brakes and they bring fascinating science activities to the students for STEM night. We also partner with the Carroll County Extension 4-H Education Program to offer embryonic lessons (hacking out chicks) to the classrooms in the spring. Our 3rd grade takes a field trip to the Carroll County Farm Museum and the Carroll County Agriculture Center to see life and agriculture of the past, and how agriculture and STEM are tied together in our current lives. Hampstead Elementary has a very active PBIS team which is very successful. We have quarterly assemblies to celebrate student success. We can boast that we have not had a single student suspended from school for several years.

Hampstead Elementary has a dedicated committee that reviews the needs of students on a biweekly schedule through Students Support Services (SST) . Each year, for the holidays, the entire staff participates in providing/supporting families in need. Students in grades 4 and 5 can participate in Battle of the Books, where students read up to 6 books and compete regionally to answer questions related to the books. Students in 4th and 5th grade can participate in chorus, band, safety patrol, or have school jobs. All 5th graders get the opportunity to be a reporter, an interviewee or newscaster on our daily Panther Report. As you can see, Hampstead Elementary is an exciting school and is proud to work with parents and the community to produce life-long learners.

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

Hampstead Elementary School’s philosophy is to provide instruction that is rich in content, differentiated, and meets the needs of diverse learners. We celebrate each student’s ethnic, gender, and social-economic status by implementing curriculum, interventions and social-emotional programs to support students’ individual unique characteristics. Carroll County Public School’s curriculum includes a robust structure for all content areas and includes skills connected to Maryland’s College and Career Standards. We strive to provide a well-rounded learning experience for all students by offering programs to enrich student learning such as our Gifted and Talented Program, Regional Programs, and Special Education.

Students are homogeneously grouped to allow for a tiered instructional approach for instruction. Teachers deliver an explicit whole group instruction and then provide small group instruction based on data from informal assessments for reteach or enrichment opportunities. Teachers include a variety of instructional practices during instructions such as the use of evidence based strategies for reading comprehension, literature circles, math manipulatives, Number Talks, data chats, inquiry-based learning, and the use of interactive technology through interactive projectors and Google Classrooms.

Hampstead uses formative and summative assessments to analyze and disseminate data to improve student performance and to inform instruction. Teachers have a variety of assessment tools which includes, oral and written comprehension monitoring, reading inventories (computer based), phonics and early reading assessments, unit math assessments, and fall and spring county benchmarks for reading and math. All students in second grade participate in The Cognitive Abilities Test (CogAT) assessment that measures reasoning skills with different types of verbal, quantitative, and nonverbal questions which is one assessment used for the identification of students for the Gifted and Talented program. Through data analysis, teachers identify skills and gaps in instruction by performing a skill analysis that targets specific skills that students struggled with in order to develop an action plan to provide support for students.

1b. Reading/English language arts

At Hampstead Elementary School, we believe in implementing research based best practices that support a cohesive, multi-dimensional framework for literacy instruction. All preK – grade 5 teachers are teachers of literacy. Literacy instruction occurs throughout the day and across all content areas. We utilize curriculum, instruction and assessment to anchor and guide literacy development. We align with a preK-5 continuum of instruction that respects the individual developmental level of each student and that cultivates lifelong readers and writers. We foster academic excellence in our students by providing literacy rich environments throughout the school community. We optimize student learning through active engagement in authentic literacy activities. We utilize a developmentally appropriate release of responsibility for learning from teachers to students.

Teachers at Hampstead Elementary School embrace a balanced approach to teaching literacy skills, including an integration of multiple modalities aimed at guiding students towards proficiency and lifelong reading. The “balance” in balanced literacy refers to the integration of skills within a holistic approach to reading so that all students learn the requisite aspects of literacy as defined by the National Reading Panel in a meaningful and authentic way. This framework provides a unified structure which allows teachers flexibility to honor the needs of individual learners. Balanced literacy is developmental in nature, building upon student prior knowledge, developing literacy strategies which extend across all curricula to foster student independence as learners.

The Balanced Literacy Model at Hampstead Elementary provides the opportunity for teachers to work with students for sustained and uninterrupted periods of time. Teachers create an environment for learning so that students are working in reading, writing and word study every day. The amount of time allotted to any given

activity and the order in which activities are completed are flexible for teachers to meet the diverse literacy needs of their students. As developmental hurdles are cleared, the time spent in each area is adjusted to meet new needs.

Our literacy program includes instruction in phonemic awareness, phonics, comprehension, vocabulary, fluency, and oral and written communication. These skills are taught through read alouds, differentiated small group instruction, shared reading, shared writing, writing workshop and written response to reading across disciplines. Students are instructed through a structured literacy program using both fiction and nonfiction texts through the McGraw Hill Wonders Reading Program and the Carroll County Public Schools Humanities curriculum. Our phonics instruction is taught through the Wilson Foundations program. Foundations is a multisensory and systematic phonics, spelling, and handwriting program that benefits all preK-3 students.

Ultimately, students need to have their eyes on text. They need to have opportunities to develop spoken and written language. They need to hear rich stories and conversations around different content areas and associated texts in order to become literate beings who can contribute to the community and the world outside of school. Hampstead Elementary has rich opportunities to incorporate the cultures from increasingly diverse populations and it is our goal to support the development of all our learners. This is our mission, this is our challenge, and this is our work.

1c. Mathematics

Hampstead Elementary School's (HES) mathematics curriculum is based upon the College and Career Readiness Standards. The content and practice standards are divided amongst units throughout the year, and the teachers create lessons based upon these standards. Professional Learning Communities that include the classroom teacher, Math Resource Teacher, and Special Educator have been established to regularly discuss math content, student progress, lesson planning, and assessment.

A dedication to on-site professional development in the area of mathematics has contributed to the effective use of a variety of instructional approaches. Teachers of Hampstead Elementary School are well versed in the Eight Teaching Practices from the National Council of Teachers of Mathematics, Principles to actions (2014). These eight practices are used daily to plan and implement effective lessons. School-wide professional development has focused on "clearly establishing math goals to focus learning". A clearly written and communicated learning objective not only sets the tone of the lesson, but provides a guide for student reflection as it relates to progress and a road map for the teacher to follow as he/she moves through the lesson. A second focus has been to "support productive struggle in learning mathematics ".Using ideas connected to Inquiry Based Learning and a flipped classroom, students are given opportunities to be active problem solvers and in doing so take ownership of the learning of mathematics. All teachers of HES believe that instruction should be student centered and follow the concrete to pictorial to abstract sequence of instruction. As a result instruction is cohesive and meets students where they are within the progression of learning. In order to maximize the number of students who successfully meet the focused learning objective after first pass instruction, lessons are differentiated based upon students' varied needs. Grouping of our students in the mathematics classroom is flexible and changes based upon the lesson. Students may work in a whole group, small group, or one-to-one setting.

Data is a critical component of the school-wide and day to day planning of mathematics. Day to day planning and instruction is determined by the results of daily formative data. End of unit assessment data is analyzed and students are given opportunities for second chance learning and assessment based upon this analysis. All Carroll County Public School students take a Mid Year and End of Year mathematics assessment. The work of HAM students is carefully analyzed by teachers to determine strengths and needs in regards to content per grade level and school-wide trends are examined. The needs determined by these assessments drive the goals and actions on the School Improvement Plan. Teachers of mathematics use the School Improvement Plan as a basis for creating more focused goals for their students that are closely monitored throughout the school year. Maryland Comprehensive Assessment Program data is also analyzed to ensure all students in all subgroups are moving forwards and changes to our SIP are made as needed. The

alignment between assessment, goal setting, and planning for instruction is an essential factor positively impacting student achievement for all students.

1d. Science

The Hampstead Elementary School science curriculum follows the Next Generation Science Standards (NGSS). The curriculum works to include all learners by weaving hands-on learning along with nonfiction text and writing for a purpose task. Students are expected to demonstrate skills that include critical thinking, problem solving, and analysis while being able to draw conclusions from data. Students are exposed to the Science and Engineering Practices and continue to examine the ways that science is connected to other areas such as mathematics, music and the arts, and social sciences.

Through the Green School initiative, our students participate in activities to reduce the human impact on the environment, encourage sustainability and promote understanding of the world around them. Nationally recognized, the Maryland Green Schools Award Program (MDGS) allows schools and their communities to evaluate their efforts in environmental sustainability. Green Schools collaborate with businesses in the community, partner with county foundations and have access to statewide resources.

Through grade level activities like the third-grade weather stations and the fourth-grade reef ball activity, students make connections between their own actions, behaviors and the environment. Fourth grade teachers and students conduct an oyster shell-bagging event, which is part of a much larger oyster restoration project so that oysters can continue filtering the water to clear the Chesapeake Bay.

Students complete the Maryland Integrated Science Assessment (MISA) to assess their knowledge of the Next Generation Science Standards. Teachers are continuously assessing student knowledge by creating formative assessment tools while students are offered a variety of ways to demonstrate their knowledge – video/media, writing assignments, projects and group presentations. This allows teachers the opportunity to return to skills, either to reteach or to extend, developing student thinking and interest.

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

The social studies program at Hampstead Elementary School strives to prepare responsible, productive citizens by having students develop critical thinking and problem-solving skills through working to understand the past, as well as the present world around them. Teachers provide instruction based on the curriculum provided by Carroll County Public Schools which is guided by the standards and objectives of the MD State Curriculum to ensure a consistent program for all students. All Social Studies lessons begin with an Essential Question based on a SS standard which is then followed by an objective. Students are actively engaged in the learning process with many opportunities to meet individual needs through small group activities, hands on projects, research opportunities, investigations. A variety of sources are used including textbooks, literary and non-fiction texts, videos, and the internet.

Each grade level has a specific area of exploration. First grade establishes an awareness of a variety of cultures and the basic likenesses and needs all people have. Second grade explores the world around them with an emphasis on commerce, technology, culture, responsible citizenship and geography. Third graders focus on the geography and history of Carroll County, the natural regions of the US and Economics. The units integrate principles of history, citizenship, economics, global, multicultural values and attitudes. Fourth Graders begin an in depth study of the historical period in US history starting with Native American, proceeding to exploration, colonization, the impact of slavery and life in the early 1700's. Lastly, fifth Graders develop a historical perspective of the Revolutionary War period and the creation of a new government. All of these topics allow for the student to have a well rounded understanding of history from our state and also a strong understanding of current situations.

1f. For secondary schools:

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

Hampstead Elementary School (HES) offers two programs for preschoolers. One, a half-day pre-k program, targets students from low-income families providing an enriched environment and intervention program promoting skills related to the kindergarten readiness standards. The other provides special education classes for preschoolers ages 3- 5 years with multi-categorical disabilities. Typical peer models are included to enrich the language and social dynamics of these classes.

The youngest students are in a separate class setting that targets developmental milestones and emphasizes Individual Education Program goals. Students receive related services pushed into the class setting to promote use of skills in authentic preschool activities for early literacy, math, social interaction, exploration, and behavior management. Targeted vocabulary and home activities promote growth across settings and engage families in supporting educational outcomes.

Both the pre-k and 4-year old special education class focus on the pre-k core curricular standards. Using modeling and support, students engage in science units that extend into station play, including shadows, ramps, plants, colors, and water. These connections allow students to read, write, explore, and role-play developing vocabulary, social interaction and executive functioning skills. Social studies concepts of self, family, community, and the world using fiction and nonfiction texts from the pre-k Wonders series promote a love of reading and skills for discussion. Students understand how to interact with text, gain meaning, and share ideas. Math instruction targets skills for attributes, sorting, classification, shapes, patterns, and positional language, measurement, number relationships to 10, addition and subtraction. Foundations provides a strong basis for alphabetic knowledge and sound connections that support students as emergent readers and writers. Ongoing progress monitoring allows teachers to apply interventions and prepare students for the rigor of kindergarten. Integrating concepts throughout structured and unstructured learning activities facilitates mastery of concept knowledge and the ability to apply higher level thinking to work and play.

2. Other Curriculum Areas:

Students at Hampstead Elementary School in grades K-5th receive 90 minutes of Physical Education each week which is the maximum allowed in the state of Maryland. We also offer a once of week, 20-minute session for students in Pre-K to give them an opportunity to participate in Physical Education.. The Physical Education program in Carroll County follows the standards from the national organization, www.shapeamerica.org where we prepare children to lead a healthy, physically active lifestyle. Within Hampstead Elementary our program is a progression from primary grades (Pre-K through 2nd) where students learn the basic locomotor movements, ultimately progressing through the intermediate grades (3rd-5th) incorporating those skills in authentic low organized activities. In addition, we emphasize problem solving, teamwork, lifelong fitness, responsibility and self-discipline. Hampstead Elementary Physical Education encourages parents and community involvement by allowing students to participate and display the concepts they have learned throughout the year during Fun Runs, Field Days, Project Aces, Family Fitness night and a 5th grade soccer tournament.

Hampstead Elementary School also offers an Adapted Physical Education program for students with special needs. These students require modified or accommodated instruction to become successful. These students are provided an opportunity to work in an inclusive general education setting, or outside of the general education setting in a 30-60-minute personalized session. The adaptive program offers students the opportunity to participate in community based activities to display their individual abilities in events such as Maryland Special Olympics and Carroll County Tournament of Champions.

The health program at Hampstead elementary follows the (NHES) National Health Education Standards. It provides a framework for educators to implement a comprehensive skills-based program. Our health program provides essential functional/health knowledge for all students in grades K-5. Our students participate in a variety of learning experiences related to mental and emotional health, substance abuse prevention, safety and violence prevention, personal consumer, body systems, healthy eating, and family life. All students are encouraged to participate no matter their disability, these students participate in the

general education classroom and are provided with modifications to meet their needs. It allows them to interact with same-age peers and access the general education curriculum. The overall vision of our program is to give students the knowledge and skills to practice health enhancing behaviors.

Hampstead Elementary offers a well-rounded musical experience that is rich with content and real-world application. All students have music for one hour every week in which they build on sequential skills towards the goal of music literacy while also learning about the musical heritage of other cultures. Students in Kindergarten explore movement, space, and sound to create a solid foundation for building knowledge with pitch and rhythms in first grade, second grade, and beyond. In third grade, all students learn the basics of playing the recorder; a skill that they will continue to develop in fourth and fifth grade. In addition, all fourth and fifth graders have the opportunity to participate in chorus, which rehearses once a week during the school day in preparation for a winter and spring concert. During the current school year, student participation in chorus is approximately 53% in fourth grade and 41% in fifth grade.

Our Media program at Hampstead Elementary School makes every effort in supporting the goal of creating life-long learners. We facilitate learning across various avenues including access to print and digital resources, as well as a robust curriculum representative of PreK through 5th grade. Our educational philosophy incorporates topics essential to digital citizenship, research skills and grade level collaboration. It is also imperative that our students understand the value of being resourceful users of information, we have a maker space in our library that educates them on these STEM properties. During their visit, they are able to check out books and partake in instruction. Media also oversees the Battle of the Books event that is done in conjunction with our partners at Carroll County Public Library, a yearly Scholastic Book Fair, and several other community related events.

Hampstead's art program encourages students to be critical thinkers, problem solvers, and to challenge themselves. Art is offered once a week to all students except Pre-K. Each lesson provides structured opportunities for students to complete assignments in their own way. For every project, students complete artist statements that require an explanation of their artistic choices. Our students have artwork displayed throughout the building and participate in the creation of new displays. Throughout their projects, students participate in peer critiques to assist each other in the creation of their work. Students also work on at least one collaborative project a year to build team-working skills. Each year, fourth-grade students travel to a local art museum to analyze artwork and enhance their curriculum. The teacher coordinates with grade-level teachers to build connections to their curriculum. Also, the teacher seeks out opportunities to create multicultural connections, expanding the student's world view and building connections to their own experiences.

3. Academic Supports:

3a. Students performing below grade level

At Hampstead Elementary, we engage in a collaborative process known as Kid Talk. Kid Talk's purpose is to find students who may be falling through the cracks. We intend to identify and find strategies for students who, because of academic or behavior issues, are having difficulty accessing the standard school curriculum even after specific interventions have been attempted. The ultimate goal of Kid Talk is to close the achievement gap, reduce the amount of "false" special education referrals, and identify students who may need major interventions or accommodations to succeed in school. When a student is referred to the Kid Talk, the team has the responsibility to review any problems (academic/developmental, behavioral, social/emotional, environmental or cultural) interfering with the student's performance in school, to brainstorm solutions, to make recommendations to meet the student's needs, and to monitor/review the results of the recommendations.

Students performing below grade level are provided a variety of opportunities to assist with improving academic achievement. Students are identified from year to year to participate in additional services which include, push in support, pull out support from Special Educators, specific re-teach groups from teachers, instructional assistants and/or Reading and Math Specialists. Hampstead Elementary also offers the following interventions: Foundations for students in grades PreK-3 which is a core supplemental instruction

that addresses all areas of reading in a multi-sensory, systematic multi tiered approach. Just Words for students in grades 4 - 12, which also addresses all areas of reading in a multi-sensory approach. Wilson Reading System for students in grades 2 - 12, this is an intensive supplemental instruction that addresses all areas of reading. Lastly, many of our students in grades 2 - 5 also participate in the Lexia program, this program is a supplemental web based program that addresses all areas of reading. With the combination of these available interventions and resources we are able to address the academic needs of all students.

3b. Students performing above grade level

At Hampstead Elementary, teachers use analysis of data and collaboration to guide instructional practices that will promote continued rigor and growth for our students. Specialists and teachers work together to develop and extend the curriculum for their highly able students at all grade levels. In first grade, Hampstead uses a Primary Talent Development program to extend learning for highly able students. All second grade students participate in Primary Educational Skills, which are rigorous, high-interest lessons, delivered in a team-teaching setting. This structure affords the classroom teacher the opportunity to look for behaviors and strengths in students which may not be apparent in traditional content areas. Teachers use this insight to plan differentiated instruction that will further tap into each student's unique strengths to help them to reach their potential. All students take the Cognitive Abilities Test. In addition to providing data to show strengths in quantitative and verbal reasoning, the non-verbal results offer valuable insight about the potential of students whose strengths may be masked if English is not their first language or those who may be twice exceptional. Using multiple data sources, a collective panel of educators comprise the Review and Referral Team. They monitor the growth and potential of our students in grades three through five to determine who would benefit from further academic rigor through enrichment classes. Programs such as Mentoring Mathematical Minds and Junior Great Books are used in the enrichment classes as students learn advanced skills through shared inquiry, problem based learning, where communication skills are constantly honed .

3c. Special education

Hampstead Elementary School serves students with a wide range of disabilities. The special education population makes up approximately 20% of our overall population. At Hampstead Elementary, we have students who receive support services in and out of the general education setting as well as students who receive most of their instruction in a highly structured learning environment. Several students are also identified to participate in our Autism program as well as a Learning for Independence program. The students in these programs interact with their non disabled general education peers as much as possible.

All students with Individualized Education Plans, (IEP's) receive specially designed instruction to meet their diverse learning needs. In addition to students with learning and cognitive disabilities, we have students with physical impairments as well. At Hampstead Elementary, several of our students are provided related services and or therapy such as: speech and language, occupational therapy, physical therapy, hearing, vision and adaptive PE. The general education and special education staff work collaboratively and diligently throughout the year to make sure that the students' needs are being met in a variety of ways that support them being in the general education setting as much as possible. Our general education population displays acceptance of our students with special needs. Our general education students do not view these students as different. They are included in events at the school as well as in the community.

Each year the staff at Hampstead Elementary provides several activities to promote the uniqueness and awareness of all students with and without diverse needs. For the month of April, we recognize students with disabilities through learning stations. Through these stations, students learn facts about the disability and how students learn differently. The staff and provide opportunities for students to apply learned skills in real life activities such as working at the school store. Several of our special education students have jobs in the building to help prepare them for becoming active citizens in the community. At Hampstead Elementary these are OUR students!

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

The Hampstead Elementary staff provides services for English Language Learners (ELLs), from 5 different home countries. The different languages represented by our active and exited ELL students include Spanish, Russian, Gujarati, and Nepali. The grade level Carroll County Public Schools content standards are presented in a way that is accessible to ELLs by providing scaffolding, modifications, and accommodations. The ESOL teacher works closely with general education teachers, special education teachers, Reading Specialists, and Math Resource teachers to design lessons and provide modifications and accommodations to differentiate language and math instruction. The ESOL teacher facilitates professional development and provides supplementary resources to support the teachers who instruct ELLs. In order to actively engage each ELL's family, we provide after school events, such as Library Nights, Block Parties, and International Nights. It is our goal to meet the needs of all of our ELL students while welcoming them as important members of our school family.

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

Hampstead Elementary School offers regional programs, including Learning for Independence (LFI) and the autism program. The autism program is an alternative program incorporating research-based practices and teaching strategies; including: applied behavior analysis (ABA), components of the TEACCH (Treatment and Education of Autistic and Communication-related handicapped Children) model, as well as Natural Environment Teaching (NET) for the primary grade level. Instructors incorporate teaching strategies and interventions with the focus on visual components paired with highly-structured classroom settings with clear expectations for students of varying learning styles and severity of disability. The classroom setting, instructional materials (i.e., concrete manipulatives, visual supports), and staff support and guidance serve as a multitude of environmental factors required to most appropriately serve the needs of the autism population, along with students of other learning impairments.

In addition to state curriculum-based instruction, students are also delivered instruction pertaining to activities of daily living, social and peer interaction skills, as well as pre-vocational skills to best prepare them for post-school employment. The program targets readiness skills and supports the student in building independence throughout their school day, aligned with their developmental age level. For instance, students as young as Kindergarten are learning to sequence through their individual picture schedule, complete simple 1-3 step seated tasks with clear start and finish, as well as develop attention skills and practice strategies required for being successful in a small group environment.

Classrooms are highly-staffed which provides students with the utmost support in developing those independent skills, facilitating communication and interaction with peers, supporting engagement in academics, as well as ensuring safe behaviors in the classroom. Not only does the autism program offer an individualized, highly-structured learning environment focusing on the specific learning needs of the student, the program also supports students and offers inclusion opportunities in the general education classroom, when appropriate.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Hampstead Elementary students are engaged in many ways, most of which are linked to our PBIS (Positive Behavioral Interventions and Supports) program. Our school fully implemented the program in 2008 and we have been working together to improve it for many years. Our school-wide expectations, the Star Behaviors, are embedded in every area of our school and are consistently rewarded and celebrated. Students are excited to earn Star Tickets for their positive behaviors and with the use of our color system, they earn them daily. Star tickets are used to buy prizes and privileges from our Star Store and from their classroom teachers. Outside of the classroom, “Home Star Tickets” and “Safety Star Tickets” are also earned.

Students are also motivated by our quarterly PBIS pep rallies. Our whole school gathers at the end of each quarter to celebrate our achievements, compete in relay races, do group dances, host guest speakers, and more. Students are very motivated by participation in these activities. We also honor student achievements through monthly character awards, quarterly honor roll certificates, and slide shows of students’ pictures who have met or exceeded behavior goals. In May, we host a “Principal’s Honor Roll Celebration” for third, fourth, and fifth grade students who have earned straight A’s during the school year. Parents are invited and Hampstead Elementary Alumni are invited from the high school to address our students.

When students seem to be disengaged, we have several interventions that we use to encourage motivation. Staff mentors volunteer to partner with students and meet with them weekly to build relationships and encourage them towards academic and/or behavioral goals. Students also participate in small groups with the school counselor or receive frequent check-ins from our behavioral support assistant.

2. Engaging Families and Community:

At Hampstead Elementary School, we value community relationships and strive to create a welcoming culture that enables positive interactions between families and school staff. At the end of each school year, the instructional leadership team puts out an online survey asking for feedback from families. We review the feedback in order to plan for how we can implement additional support and address areas of concern. Reviewing this data has led to more consistent parent communication across grade levels, offering a math carnival to share instructional math strategies, hosting our “Reading Around the World” night to celebrate diversity and incorporate reading strategies, increasing our instructional resources for parents by providing videos of how to do math problems and use reading strategies, and offering more model samples of student work for parents to see.

This year, Carroll County added a new support position, the Hispanic liaison. This staff member is available to assist in communication with Hispanic families who have previously been underrepresented at community activities. When staff members reach out to her, she communicates with Hispanic families about concerns or invites them to school activities. When we hosted our “Reading Around the World” night, many Hispanic families attended and our county even provided an interpreter to help the families navigate through activities.

We are also grateful to have our PTO who plans many engaging activities throughout the year including: back to school ice-cream social, bingo night, Fun Run, restaurant fundraising nights, our “Big Night of Talent,” Holiday Shoppe for kids, and more. Some of these are fundraisers and the money supports our staff and students through purchasing technology, P.E. equipment, classroom supplies and more for our school. Finally a new community relationship we have this year is our connection with Knorr Brakes. This local company has chosen to partner with us to support our “Green School” certification. They have done presentations for students and have donated materials to help us be green such as our upgraded recycle bins for the cafeteria.

3. Creating Professional Culture:

The school's professional development plan is aligned to Carroll County Public School's Strategic Action Plan that includes Pillar I Pathways Opportunities for Student Success. Through Pillar I, the objectives focus on providing multiple pathways for all students to learn which includes preparing students for college, career and community after graduation, and improving the proficiency level of each student subgroup in ELA and mathematics. Our professional development mirrors our school improvement plan targeting areas such as reading, writing, math, and special education. Data for state and local benchmarks are also included in the decision making process of selecting topics for professional development.

This year, professional development was developed with county initiatives such as providing academic advancement opportunities for all students including our underrepresented populations (minorities, English Language Learners, Special Education, Free and Reduce and Meals). As a school, we analyze data to identify students who are in need of reteaching or intervention support as well as students who are exceeding expectations and are in need of extensions activities.

A thorough analysis of our state and county data revealed that our students needed to improve their skills in the area of writing. Research asserts that, in the near future, the most highly valued skills students will need to succeed in the workforce are complex problem solving, critical thinking, and creativity. These are the kinds of skills that students should be developing in collaborative classrooms, where rigorous thinking, effective speaking, listening, and writing are all the focus of instruction.

In order to prepare students to be competitive 21st century learners, we realized it was imperative to have them write across contents and classes. Developing a shared vision for student success in the area of writing became a school focus. A series of professional developments centered around Writing Across the Curriculum were developed and delivered to teachers in grades 2-5. As a result of this school focus, teachers collected and analyzed student writing samples, monitored students' progress in writing through the use of rubrics and spreadsheets, and collaborated to plan a variety of writing assignments to address all writing types throughout all contents. Through these collaborative conversations, planning sessions, and data analysis sessions, teachers grew in their skills and capacity to address the writing needs of all students.

In the area of mathematics, a school-wide goal has been to increase the opportunities for students to engage in productive struggle. All teachers in grades PK-5 participated in collaborative discussions designed to develop a shared understanding of what an inquiry based classroom looks and sounds like in order to create a learning environment that mirrors those characteristics. Teachers worked together to develop and implement lessons that promote this type of learning environment, reflect on the successes and struggles of not only the students but also of themselves as they navigate a teaching style that may be uncomfortable, and determine next steps for instruction as well as revisions of the lessons. Through collaboration teachers have become more comfortable creating and leading lessons that effectively promote the use of productive struggle for all students in the mathematics classroom.

Carroll County's value of equity shows as they have two equity liaisons at each school. At our school, the school counselor and the school nurse are the equity liaisons. Together, they collect data on the diversity of our population and look for ways to support under-served groups and ways to build community among all students, staff, and families. The liaisons attend county level trainings twice a year and bring activities from those trainings back to our staff. Their presentations allow an opportunity for staff to reflect on their own cultural development and implicit biases and find ways to reduce the impact of those biases in their professional practice. As a community outreach, the equity liaisons also plan school-wide initiatives to celebrate diversity among students and staff. There are multicultural assemblies and hallway displays throughout the year as well as annual after school events like this year's "Reading Around the World Night." For this event, we had multicultural dancers, food from several different countries, and student-created cultural research and artwork throughout the hallways.

In light of the COVID-19 pandemic, Hampstead educators faced many challenges with the sudden transition to online learning. Fortunately, our teachers had been engaged in numerous professional development opportunities exploring the online platform of Google Classrooms and the digital learning portal of Clever

prior to the closing of school. Teachers were able to explore strategies and approaches to creating community and sustaining student-centered learning in a digital environment.

4. School Leadership:

At Hampstead Elementary School, we believe that if we model, foster, and insist upon strong advocacy for each student and leadership is used as a catalyst for improved teaching and learning, then Hampstead will be a forward leaning, responsive, productive, purposeful place where learning flourishes in and for each student. The administration team at Hampstead believes in a shared school vision and mission that is captured by the expectation that all students have the ability to learn. Through collaboration with teachers and staff this goal can be accomplished. We instill in our teachers to be equity liaisons, culturally responsive while managing resources toward closing the gap for student achievement.

At Hampstead, the instructional leadership team (ILT) consists of the principal, assistant principal, grade level team leaders, instructional resources specialists, and school counselor. The leadership team meetings help to maintain a cohesive school vision and strategy focused on student achievement. The team analyzes trends and patterns of data from different sources in order to select goals related to student achievement and school conditions which support student achievement. These goals drive the development of our School Improvement Plan, which the team uses to guide their efforts. As the team monitors progress, we adjust structures, leadership actions, and support as necessary to achieve the goals. Since professional learning is at the heart of increasing student achievement, our ILT ensures that cycles of professional development - including learning through whole-school PD sessions- are coherent, consistent, and clearly connected to the School Improvement Plan.

The administrators utilize data and feedback from all stakeholders to make informed decisions to improve student achievement. Some of the decisions have included changing the master schedule to allow for co-teaching between special education teachers and general education teachers. Including writing across all content areas including special areas. Administration also conferences with individual students who are not meeting grade-level expectations to review progress and for goal setting. Teachers are provided professional development time for vertical planning amongst grade levels and for articulation with feeder schools for middle school. The administration team empowers staff to grow professionally by attending local and regional professional development to increase a teacher's repertoire of skills, to build their capacity, and to enrich instruction.

Teachers are given the opportunity to participate in leadership opportunities such as presenting during faculty meetings, during county professional development, mentoring new teachers, inspiring interns, and participating in graduate programs for administration. Teachers also participate in school committees as facilitators such as PBIS, reading, math, Green School, Homework Club, social committee and attending Parent and Teacher Organization (PTO) sponsored events and meetings. Teachers have also been instrumental in organizing and leading math, reading, science, and multi-cultural nights to provide resources for parents, and to engage the community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

At Hampstead, we understand the value of including all stakeholders such as teachers, resource staff, related service providers, parents and students in the collaboration process in order to incorporate a variety of strategies. This ultimately ensures student engagement and academic success in order to meet the diverse needs of all students in order to close the achievement gap. We utilize evidence based practices by disaggregating data from the county, state, and classroom observations. The team first meets in the summer with members from the leadership team, which also includes at least two parents to develop the School Improvement Plan. This process is an integral component of creating an intervention program for students, and determining professional development areas for staff. From our summer planning meetings, grade-level teams create goals that are specific to deficit skills for improvement that were identified from a multitude of data.

Our staff believes in collaboration with each other and meets weekly with special educators, reading and math resource teachers. During these weekly meetings, teachers review instructional practices, review student progress, work samples, and develop plans for intervention or enrichment. Through this shared collaborative meeting, each team member plays a vital role in ensuring that instruction is evidenced based and includes different modules of learning.

During our quarterly data meetings, teachers and support staff meet with administration to review and discuss county benchmarks, formative assessments and team goals. Through this collaboration, teachers are accountable for student progress and are asked to identify resources and the evidenced-based strategies that are needed to support learning. Teachers are aware of how essential this process is for student growth and achievement.

This year, we initiated co-teaching amongst our special education resource teachers and the general education teachers in an effort to provide cohesive instruction for all students. Teachers collaborate on a weekly basis to create lessons that are modified and engaging for students with a variety of needs. This process has assisted in allowing for students with an Individualized Education Plan to participate in rich discussions with their peers and for general/special education teachers to be accountable for all students.

Our teachers and staff meet bi-weekly to review students who may need additional support for academics, behavioral or attendance through a process called Kid Talk and eventually moving to the Instruction Support Team. The main goal of both Kid Talk and the Instructional Support Team is for the teachers to work together in order to support students. During these meetings teachers work with grade-level teams to discuss and identify struggling students, parent communication, collect and analyze data in order to identify strengths and the area of need in order to develop SMART goals for students. Through this process, teachers develop appropriate interventions to address critical concerns and review how to implement interventions with fidelity. After interventions are executed, progress towards student growth and data collection are shared at a future meeting to determine next steps for each student.