

U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Robert Joseph Sander
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2901 Guenevere Drive
(If address is P.O. Box, also include street address.)

City Chesapeake State VA Zip Code+4 (9 digits total) 23323-2704

County Chesapeake City

Telephone (757) 558-5347 Fax (757) 558-5351

Web site/URL https://cpschools.com/cam/ E-mail Robert.Sander@cpschools.com

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. Jared Cotton E-mail Jared.Cotton@cpschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Chesapeake Public Schools Tel. (757) 547-0153

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Victoria Proffitt
(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):
- 28 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 7 High schools
 - 0 K-12 schools
- 45 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	44	40	84
K	30	29	59
1	33	33	66
2	34	32	66
3	36	41	77
4	33	38	71
5	48	47	95
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	258	260	518

*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
 - 66 % Black or African American
 - 11 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 14 % White
 - 7 % 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: 28%

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

Camelot Elementary services a number of families who rent and/or reside with other families. A small portion of our population is also militarily connected and their employment sometimes requires relocation during the school year.

*In regards to the 97% rate of students eligible for free/reduced-priced meals: Camelot Elementary School takes part in the Community Eligibility Provision (CEP) which allows high poverty schools and school divisions to offer breakfast and lunch to all students at no charge. As a result, the school no longer collects and processes school meal applications.

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	80
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	76
(3) Total of all transferred students [sum of rows (1) and (2)]	156
(4) Total number of students in the school as of October 1, 2018	551
(5) Total transferred students in row (3) divided by total students in row (4)	0.28
(6) Amount in row (5) multiplied by 100	28

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 97 %

Total number students who qualify: 502

8. Students receiving special education services: 11 %

57 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>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>8</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>6</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: 3

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.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
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.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 19:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 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 mission of Camelot Elementary School is to inspire, empower, and engage students in the learning process while instilling those qualities necessary to support excellence in communication, collaboration, creative and critical thinking, demonstrated citizenship, and computer coding abilities, all of which are of paramount importance in our twenty-first century learners. We foster and encourage academic excellence and promote positive social development within a differentiated instructional methodology in an inclusive and safe environment. We strive to demonstrate compassion and civility within our interactions among staff, students, families, and our community.

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

Camelot Elementary School is located in the Deep Creek borough of Chesapeake. It is a neighborhood school serving approximately 550 students in preschool through fifth grade. As a Title I school with a 97% free and reduced lunch rate, students at Camelot Elementary School come with a wide range of experiences and needs. Our diverse and transient population is comprised of sixty-five percent black, fifteen percent white, eleven percent Hispanic, seven percent non-specific, one percent Asian, and one percent Hawaiian children. In addition, Camelot supports more than fifty students with special education needs. The staff at Camelot Elementary School works diligently to address the strengths and weaknesses of each student. This is evidenced by the fact that Camelot has been Fully Accredited for the past two school years and continues to close the achievement gap between subgroups. We foster and encourage academic excellence and promote positive social development within a differentiated instructional methodology in an inclusive and safe environment. We strive to demonstrate compassion and civility within our interactions among staff, students, families, and our community.

Camelot Elementary has demonstrated significant academic gains. These gains can be attributed to a renewed focus on cultivating supportive relationships in an environment that supports the academic, social, and emotional development of every child. We put forth a concerted effort to develop relationships, which we consider vital to establishing a collaborative culture.

Leading this effort is a dedicated team of individuals who put students first. Classroom teachers, special education teachers, resource teachers, instructional coaches, paraprofessionals, and support staff all have a hand in the academic and social-emotional success of all students. We believe that relationships are essential to success and staff members work to know students, learn their passions, assist with skill mastery and find ways to engage them in their own learning. The fact that there is minimal staff turnover and that many employees have spent their entire career at Camelot Elementary School speaks to the level of dedication of the staff.

The school's Parent and Family Engagement Plan provides opportunities to ensure positive involvement of parents, allowing them to feel valued and appreciated while reinforcing that academic achievement is a shared responsibility. Through events such as PTA performances, Trunk or Treat Night, literacy nights, STEM nights, faculty and student basketball games, book fairs, and the annual father/daughter dance, families are provided opportunities to be active participants in their child's education.

Camelot prides itself on creating strong partnerships with families. The school has several military-connected families, and our staff members work hard to recognize and support this significant stakeholder group. Recently, the school was awarded the Purple Star Designation. This award is given to military-friendly schools that have demonstrated a commitment to students and families connected to the military.

One can clearly sense the communal pride as you drive in and around the Camelot neighborhood. Generations of families live in the Camelot community and attended the school as students. The Camelot neighborhood has a rich history of social consciousness and cultural abundance. The community hosts "Camelot Days" in which the entire community socially gathers to celebrate its rich history.

The Camelot Recreation Center, which is attached to the elementary school, truly serves as an extension of our school and thrives as a place where families can participate in a variety of activities including a weight room, game room, meeting rooms, and a full-sized gymnasium. It gives our students an opportunity to play and interact with one another in a safe environment, while staying connected with their community.

The Camelot Civic League is a proud staple of the community which fosters cooperation and collaboration with our school. The Camelot Civic League has donated Thanksgiving dinners to some of our neediest families. In addition, members have given their time and talents to help out in the school through volunteering. Similarly, local churches also provide support to our school through C.L.A.S.S. (Churches Loving and Supporting Schools). These churches provide financial and volunteer support to the school. Local law enforcement officers have a positive impact on the Camelot community as well. Through summer

programs and mentoring opportunities, they work with students who need additional support. Our local officers also have a daily impact on our students; a smiling face and positive words of encouragement from the police officer directing traffic at the school cross-walk are often the first adult contact some of our students experience at Camelot.

Camelot has experienced great success through the collaborative efforts of staff, families, and community members who are all committed to student achievement. With such a strong partnership and a laser-like focus on the success of all students, it is no surprise that the school continues to make academic strides.

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 Profile of a Virginia Graduate establishes expectations known as the 5 C's: critical thinking, collaboration, creative thinking, communication, and citizenship skills. Chesapeake Public Schools added coding to this list of skills. At Camelot, we believe that these skills play a pivotal role in students' academic lives and beyond. To foster these skills, classrooms are set up to allow for peer communication as well as individual choice and voice. A key program used to help our students develop citizenship skills is the Positive Behavioral Interventions and Supports (PBIS) program. Implemented two years ago, the focus of this program is to promote responsible, respectful, and safe behaviors through a rewarding, positive approach. During the first thirty days of school, teachers and staff extensively discuss and reinforce behavioral expectations. These discussions provide an open dialogue which enables students to glean clarity and understanding of the expectations within the school environment. Our overarching goal for the implementation of this program is to provide our students with a positive behavioral skill set that has lifelong applicability.

Camelot Elementary embraces the use of technology to enhance learning. Each classroom is equipped with interactive white-boards, computer stations, laptops, and more. Realizing that STEAM (Science, Technology, Engineering, Arts and Math) is an access point for guiding student inquiry, dialogue, and critical thinking, highly engaging lessons are developed for students to use during which they apply mathematical algorithms and reading skills to code robots.

In order to facilitate educational achievement and instructional rigor, we incorporate research-based practices into daily instruction. We strive to ensure that instruction addresses all learning styles and needs. Data analysis is a key component of this process and is used to plan for future instruction and individual supports. The success of this instruction is then evaluated through new data gathering, and followed up by further instructional modifications. In summary, we use data to drive our instructional programs, while targeting our students' specific needs.

1b. Reading/English language arts

A strong instructional reading program provides the foundation for all learning at Camelot Elementary. We strive to ensure that all students are reading on grade level and/or display a year's growth or more in reading. We build upon the Virginia Department of Education Curriculum Framework to develop our instructional plans for reading. Recognizing that all students do not learn in the same way or at the same pace, we utilize a variety of instructional strategies.

Camelot Elementary embraces a balanced literacy approach which is characterized by explicit skill instruction and the use of authentic texts. An essential component of Camelot Elementary School's strong reading program is flexible reading groups. Using assessment data to create differentiated groups, teachers work with students during small group reading instruction to build on the students' strengths and address areas of identified weakness. This practice allows teachers to provide support to students at their current reading level with the expectation that each student will move well beyond that level during the year. With such a clear focus on differentiating instruction, students are afforded the opportunity to develop reading skills and meet individualized goals in a supportive environment for accelerated learning.

The use of interactive read-alouds, mini-lessons, flexible/differentiated small guided reading groups, word study, independent reading, and writing opportunities enable our students to develop strong literacy skills and a true love for reading. Students are provided opportunities to refine and enhance their reading skills during daily skill building and enrichment sessions. During this block of time, all students receive support in a given area to help them reach their goals.

This year, our teachers are instructing with an increased emphasis on the writing process. We are doing this because we believe that a strong writing program supports sustained success in our students learning to read. Within this program, students are involved with a variety of writing structures, some of which include letter writing, poetry, fiction and nonfiction story writing.

1c. Mathematics

The math curriculum focuses on mastering skills, problem solving, communicating and reasoning mathematically, and applying math to real-world situations. To meet the needs of this rigorous curriculum, teachers at Camelot Elementary work diligently to create opportunities for students to develop a concrete, representational, and abstract understanding of skills in the curriculum. As such, students are encouraged to explain mathematical understandings by talking about individual responses with peers and writing about their thinking. They are given opportunities to apply their knowledge through real-world scenarios, performance-based assessments, and integration of mathematics across the entire curriculum.

At Camelot Elementary, classroom teachers provide quality Tier I mathematics instruction and follow up with data-driven Tier II and Tier III supports. Formative and summative assessments are routinely used to guide whole group instruction, small group instruction, and individual support. Students begin each day with a 30-minute “Power-Up” block, which provides opportunities for both intervention and enrichment. Daily math lessons include explicit instruction, guided practice, independent practice, and frequent checks for understanding. Teachers utilize anchor charts, individual whiteboard response systems, Smartboard activities, interactive notebooks, and other technology to enhance instruction. Concepts are introduced using a variety of manipulatives and kinesthetic hands-on learning strategies to develop a clear understanding of the content. At Camelot, mathematics instruction is guided by the Virginia Department of Education Math Standards of Learning Curriculum Framework.

Each level of tiered support at Camelot is characterized by differentiated instruction. During guided math, the teacher works with groups of students to develop an understanding of skills (based on where students are performing). Often, teacher assistants and other staff members support the instructional efforts by also working with students in the classroom. Student progress is continually monitored by the teacher and support provided is updated as needed.

Students are encouraged to explain mathematical understandings through peer to peer interactions and through writing about their thinking. They are given opportunities to apply their knowledge through real-world scenarios and ongoing performance-based assessments. At Camelot we integrate mathematics instruction across the entire curriculum. Our primary grades incorporate math labs and learning centers/stations within daily classroom routines. Our intermediate grades attend regularly scheduled science labs that incorporate and reinforce mathematical procedures and concepts as an integral part of the scientific process, including data collection and evaluation.

1d. Science

Science allows our students to explore their world and discover new things. Camelot uses hands-on science labs, experiments, and excursions to master concepts and make learning relevant. This means that the school goes beyond the Virginia Department of Education Science Standards of Learning Curriculum Framework. Using the school’s instructional coach who works with classroom teachers to model lessons and present weekly hands-on science labs, Tier I instruction is consistent and meaningful both within and across grade levels. Science is integrated into reading and math lessons to reinforce skills while also providing examples of real-world application.

Students are given an opportunity to apply skills beyond the walls of the school building. Students attend field trips to a variety of places including: The Virginia Living Museum, The Virginia Zoological Park, Norfolk Botanical Gardens, and The Learning Barge.

In order to monitor progress and check for mastery over time, Camelot Elementary uses both formative and summative assessments to guide daily instruction. The Virginia summative assessment for science

incorporates both 4th and 5th grade science content. This information is continually reviewed and support staff provides additional interventions for identified students, throughout the school year.

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

History is important because it allows us to understand our past, which in turn allows us to understand our present and prepare for the future. Studying history can provide insight into our cultures of origin as well as cultures with which we might be less familiar, thereby increasing cross-cultural awareness and understanding. Camelot celebrates diversity and invites students to develop an awareness of various cultures and multiple points of view. The Virginia Social Studies Standards of Learning Curriculum Framework guides our instructional approach. The learning standards are addressed through a variety of teaching techniques.

Classroom learning is enhanced through historical projects, reading in the content areas, and the comprehension of historical fiction. Field trips allow our students to integrate their knowledge with real life experiences. For example, trips to Pamplin Park and Jamestown include hands on learning experiences for our students, helping them to better understand pivotal times in our state and nation's history.

An understanding of history is further enhanced through experiential learning opportunities which include a variety of student projects that are displayed throughout the building. For example, 3rd grade students perform research and give oral presentations about historically black colleges, and 4th grade students research important historical figures from the curriculum. Fifth grade students do hands-on projects that reflect their learning about influential African Americans. As you can see, the acquisition of relevant social studies content knowledge is addressed through both classroom formative and project-based assessments.

1f. For secondary schools:

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

Camelot is enjoying its fourth year hosting the Chesapeake Preschool Initiative (CPI) a grant-funded opportunity aligned with the Virginia Preschool Initiative. This program is designed to give eligible at-risk children opportunities to create a firm educational foundation that can be used to achieve academic and social success. These four-year-old students are immersed in the school environment and have made tremendous progress. This program has been extremely beneficial assisting children and families with the transition to kindergarten.

CPI focuses on academic and social development. The CPI math curriculum includes learning opportunities in the areas of number sense, geometry, sorting, and patterns. Reading readiness skills such as beginning sound awareness, letter and word awareness, as well as rhyming skills are also included in the CPI curriculum. In addition to reading and math instruction, students are provided support in the acquisition of developmental skills such as self-awareness, self-regulation, social competence, and social awareness. According to Virginia PALS (Phonological Awareness Literacy Screening) assessment data, a reputable predictor of future reading success, Camelot's CPI students have made significant gains. Indeed, Camelot Elementary either outscored or remained at the same level as the district average for the past three years.

As valuable members of the school community, CPI students are afforded the same opportunities as their school peers. They ride the buses, enter school each morning together with Camelot's other students, and participate in all school activities. CPI children also utilize all of the facilities including the cafeteria, media center, and gymnasium. CPI teachers work collaboratively with the rest of Camelot's staff and have access to professional development and technology resources. These steps ensure that our families have a smooth transition from preschool to kindergarten.

2. Other Curriculum Areas:

Arts (Visual and/or Performing):

Students in kindergarten through fifth grade participate in our art and music curriculum. Our art teacher incorporates STEAM concepts within lessons so that technology and science concepts are reinforced. Students design art projects using mathematical shapes as well as computer applications to support their problem-solving skills. The core art curriculum also includes the use of art visuals that support mathematical knowledge and problem solving. Our music curriculum supports essential knowledge by incorporating literature and reading activities within instruction.

Physical Education / Health / Nutrition:

The physical education curriculum is provided for students from kindergarten through fifth grade who participate in lessons that occur twice weekly. These lessons incorporate movement, team building, following of directions, and in some cases reading and mathematical skills. We support good nutrition and healthy habits through our annual Family, Fun, and Fitness Night.

Technology / Library / Media:

Our kindergarten through fifth grade students participate in library/media center instruction once per week. Media lessons incorporate various reading skills including predicting, summarizing, and the identification of story elements and literary themes. The media specialist assures that student selected reading materials are within each student's reading zone, thus maximizing their acquisition of independent reading skills.

Kindergarten through fifth grade students visit the computer lab once per week. Students have been given online safety instruction as well as coding lessons. Students utilize a variety of instructional software to reinforce classroom instruction.

Camelot is piloting a new math and science assessment in our school district that has a high concordance with the Virginia end of the year math tests and fifth grade Virginia end of the year science test. The results of these tests are electronically imported into an instructional technology program adopted by Camelot. This allows students to be automatically placed within specific developmental sequences of instruction and/or remediation that are aligned to the state standards according to their individual needs. This results in a more thorough, individualized remedial or enrichment sequence that addresses higher order thinking skills and the academic rigor required by our state's standards.

Our school guidance counselor works with students in kindergarten through fifth grade on lessons that address team work, cooperation, civil discourse, and respect. The guidance counselor also works with small groups of children who may be facing challenges such as family members that are on military deployment.

3. Academic Supports:

3a. Students performing below grade level

Camelot provides a multi-tiered system of support for student success. Tier I instruction is aligned to our content standards and is provided daily to all students. Tier II is more strategic support to students who are struggling to master skills or concepts. Tier III instruction provides intense support to students who need more individualized support suited for their unique needs. Assessments guide the instructional efforts and individual learning plans for students.

Each level of tiered support at Camelot is characterized by differentiated instruction. Whether it is guided reading or guided math, the teacher works with groups of students to develop an understanding of skills (based on where students are performing). Teacher assistants and other staff members support instructional efforts by also working with students in the classroom. Progress is continually monitored, and decisions are made to increase or decrease support. If additional support is needed, students are provided smaller group or one-on-one instruction from resource staff, paraprofessionals, and tutors.

When used properly, technology can be an accelerator for student learning. Camelot uses data to determine areas of weakness and provides software programs to supplement instructional efforts. When not working

directly with staff members, students are assigned to a specific lesson within a software program. Many of the programs are adaptive and provide individual goal setting options for students.

Realizing that research shows that self-efficacy is an important factor in students' motivation and learning, the staff at Camelot take steps to encourage students through verbal encouragement and goal setting. Furthermore, when students reach a new reading level or skill mastery they are praised by staff and students alike and motivated to reach new levels.

3b. Students performing above grade level

The purpose of enrichment is to provide extended learning opportunities and challenges to students who have already mastered or can quickly master the basic curriculum. It also provides an opportunity for students to pursue learning in their own areas of interest or strengths. Camelot Elementary School differentiates instruction to meet the needs of all learners. During guided reading, students are provided reading materials and assignments based on their specific reading level. Independent reading allows students to pick books that align with their interests. Recently, a group of fifth grade students competed in a district-wide "Battle of the Books," a game-show style reading competition, where students read and answer questions based on selected titles. Similarly, guided math lessons provide opportunities for students to extend their learning once they have mastered skills. Recently, Camelot Elementary School started a coding club for students. The Coding Club is a fun way to learn the basics of computer programming and enhance problem-solving skills.

Camelot Elementary School also offers a gifted program to support exceptional learners. Chesapeake Public Schools defines gifted students as those students whose abilities and potential are so outstanding that special services and programs are required to meet their needs. The elementary program begins with enrichment in kindergarten through second grade. Students receive differentiated instruction from the classroom teacher with support from a gifted specialist during the school year. Students in grades three through five who have been identified as academically gifted are placed in a gifted cluster classroom on each grade level. The standard curriculum is supplemented through the implementation of gifted instructional strategies and concept-based gifted curricula designed to promote critical thinking, creative thinking, collaborative skills, and independent research skills.

3c. Special education

According to the Virginia Department of Education's 2019-2020 School Accreditation Detail Report, there is a ten-point difference between the reading achievement of our special education students and our general education students. Camelot is addressing this performance gap in several ways. Special education students receive instructional support in a service model continuum that ranges from full inclusion in general education classes to a specialized setting. An Individualized Educational Plan (IEP) ensures personalized learning for each student. In an inclusive setting, tailored instruction is facilitated with a co-teaching model that utilizes the content and strategy knowledge of both a general and special educator. Our special education students collaborate with and learn from peers within the general education environment. Our reading instruction is adapted to their needs of using a high interest reading program presented in a small group instructional setting. Special education students' needs are further met through small pull-out groups that receive direct instruction during our school-wide thirty minute daily remedial/enrichment block. Content based and summative assessments for our special education students are modified according to their IEPs which indicate their level of performance and prescribed supports. The Camelot team works collaboratively with parents to create a student learning plan that contains curriculum modifications and accommodations to afford equitable access to our exceptional learners. This plan is used for both instruction and all assessments. The general and special education faculty collaborate weekly and modify lesson plans to meet individual student's needs while ensuring that the required curriculum content is taught.

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

Camelot Elementary has 30 students who do not speak English as their primary language. An English Language Learner (ELL) Tutor works with the school to provide them with instructional support. The tutor

speaks fluent Spanish – the native language of the students. The ELL Tutor and a Lead ELL Teacher collaborate to ensure content knowledge and sound instructional practices.

The goal of the ELL Program is for students to become proficient in English and successful in the classroom. ELL students are identified using the Home Language Survey at the time of enrollment. Next, a diagnostic test is administered to determine whether the student qualifies for ELL instructional services. The data from this assessment identifies students in various stages of English Language Acquisition from those who fluently speak English and often translate for family members to those needing English instruction themselves. The instructional support our ELL students receive includes 1:1 instruction, small group instruction with peers on similar instructional levels, and immersion within the whole group to utilize language in its natural context. ELL services are customized to each child, i.e. the amount of specialized services each week is based on the level of English language skills needed.

A large component of the support our ELLs receive is through a home/school connection. Many of our families struggle with additional societal barriers and need a supportive and safe environment that recognizes their expertise as the child's first teacher. Our ELL program assists with translation and home resources to support the student's learning.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Camelot's staff places great importance on engaging and motivating our students while providing a positive environment that enhances the opportunity for all our students. Camelot students are met with an encouraging smile, hug, fist bump, or words of encouragement from the moment they enter the school grounds.

Camelot's staff engages students academically through a multiple modality approach towards learning that includes song, dance, and other kinesthetic based activities. Instructional Coaches, teachers, and Title I equity tutors provide a three-tiered instructional approach to maximize student engagement and learning. We accommodate our students' academic and cognitive needs through an optimal student/teacher instructional ratio. Social and emotional growth needs are integrated within the school's behavioral and academic programming. Camelot has implemented a positive behavioral system, and a "Good Knight Bucks" positive behavioral recognition program. We further promote a positive academic environment by using Honor Roll Ribbons and "Noble Knight" yard signs that are individually presented to each student by the administrative team. Camelot further enhances engagement and motivation through the daily use of student-centered instructional technologies. These programs, because of their individualized success-oriented approach, help to create a positive learning environment. During the spring, Camelot's teachers support students through fun and engaging small group after school activities designed to enhance their performance on end of year state assessments.

2. Engaging Families and Community:

One way the Camelot Elementary staff engages families and the community in support of our students is through reaching out to local business and community leaders. Camelot's teaching staff has engaged local churches to provide backpacks and school supplies to students in need as well as food packages twice a month for seventy-five students. Many of these churches also contribute Thanksgiving baskets and Christmas presents. Camelot's administration has solicited The Camelot Civic League to support Camelot Elementary by donating food gift cards during the holidays and by hosting an end of year party for the entire school. Camelot applied for and was awarded the designation of a Purple Star School which recognizes our connection with our military families. As a Purple Star School, Camelot has military service members volunteering in the classrooms and on field days. When new military connected students enter Camelot, they are assigned a peer buddy who helps the student transition into the new school environment. Camelot's current administration has also solicited the Camelot Recreation Center to become more fully engaged in the daily operations of the school. For example, a coordinated approach now exists between Camelot's administration and the Camelot Recreation Center that closely monitors and supports Camelot students in their academic and other life needs. Another example of Camelot engaging the community is evidenced through one of our staff members receiving a donation from a local credit organization to help in developing our robotics program.

A strategy that Camelot has found to be supportive to its students' academic success is parental family engagement in school-based activities. Some examples are: Family, Fun and Fitness Night; a parent volunteer supported Book Fair; parent classroom volunteers; the Father/Daughter Dance; Camelot Days (held during the summer); and the Student vs. Faculty Basketball Game. The basketball game has become so successful that it needs to be held at a high school gym to accommodate the crowd size.

Parents are informed of student academic achievements through the use of Honor Roll ribbons, monthly progress reports, quarterly report cards, and mandatory parent conferences for students that are in academic decline or demonstrating behavioral concerns. "Brown envelopes" containing student academic work are sent home weekly. School-wide communication is implemented monthly using "Sander Says," a monthly web-based newsletter. Pertinent information is also posted on the school's website and sent home in weekly fliers. A PAS phone system is used to communicate immediate, time sensitive information. "Noble Knight" lawn signs denoting the Student of the Month inform the community of Camelot student successes. Camelot

also benefits from district initiatives which engage multiple businesses and organizations in support of its students.

3. Creating Professional Culture:

At Camelot Elementary, we strive to create an environment where teachers and staff feel valued and supported through establishing a strong base built upon positive and honest relationships between and among staff. The administrative team creates an environment that ensures that every staff member at Camelot has a voice that is heard, appreciated, and respected. Our approach is to treat people with civility and respect. Our administrators' "open door policy" allows teachers to express their professional concerns and is critical towards our teachers feeling supported and valued, and in creating a culture of professional transparency and cohesion.

Camelot Elementary is committed to providing its teachers with professional development opportunities that enhance their ability to provide optimal instruction. Camelot's staff takes advantage of a wealth of training opportunities offered by Chesapeake's Department of Professional and Organizational Development, as well as its own in-house experts. Through district level professional development, our school has received training on addressing Positive Behavior Interventions and Supports (PBIS), Virginia Tiered Systems of Supports (VTSS), innovative instructional strategies, technology, and STEAM. Trainings at the school level include Response to Intervention (RTI), Leveled Literacy Intervention (LLI), Google Classroom, Fountas and Pinnell® Benchmark Assessment System, balanced literacy, i-Ready®, and guided math groups. Teacher input into their professional development is highly valued at Camelot. We actively solicit teacher input into topics for presentation during our bi-monthly professional activities.

The additional professional development and collaboration that takes place in our PLC is paramount to our school's success. The grade level teams share and discuss data with an instructional coach to determine next steps and possible future professional development needs. Camelot teachers share and align instructional strategies through horizontal and vertical articulation, improving cohesion of instruction and enhancing transitions between grade levels.

4. School Leadership:

The leadership philosophy of Camelot aspires to empower our staff. The leadership structure includes a principal, administrative assistant, reading specialist, and two instructional coaches who support the rest of the instructional staff. Members of our leadership structure work as a team to address many administrative functions. Each member of the team has an integral role in supporting student achievement, including the monitoring of instruction, addressing teacher and staff concerns, enhancing student engagement and overall relationship building. Our team philosophy places paramount importance on being a constant, visible presence throughout the building. The leadership team assures a school-wide focus on student academic achievement through programs such as professional learning communities, monthly school success team meetings, and monthly faculty meetings. All program data is reviewed weekly by both the principal and the rest of the administrative team. Daily classroom walk-throughs by administration, as well as bi-weekly monitoring of lesson plans also help to ensure that school resources and academic policies are successfully implemented.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The cornerstone of Camelot's success is a new belief structure that is communicated to all stakeholders and applied daily. Camelot's teachers believe that they are capable and competent in reaching and teaching our diverse population and that Camelot's students have the potential for high academic achievement. This reaffirmed belief is embedded within the culture of Camelot. It permeates in and beyond the walls of our school, including: our professional / personal interactions, our greeting of students, morning routines, and teacher / student interactions. This overarching structure of beliefs has allowed Camelot to show significant gains on state assessments in the areas of reading, math, history, and science. For example, reading has improved from scores in the mid-sixties two years ago to an eighty-two percent pass rate in grades three through five. Math has improved from the mid-sixties two years ago to a ninety-two percent pass rate in grades three through five. Other areas of instruction have greatly improved as well. Camelot's staff now genuinely believes in the success of all students as demonstrated by high expectations and professional engagement in their teaching.