

U.S. Department of Education
2021 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 Mr. Ryan Moss
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 4900 S Wilson Boulevard
(If address is P.O. Box, also include street address.)

City Orange Beach State AL Zip Code+4 (9 digits total) 36561-3910

County Baldwin County

Telephone (251) 981-5662 Fax (251) 967-5318

Web site/URL https://www.bcbe.org/orangebeach E-mail mclaw@bcbe.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Eddie Tyler E-mail etyler@bcbe.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Baldwin County School District Tel. (251) 937-0306

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. JaNay Dawson
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	8	9	17
K	21	26	47
1	36	36	72
2	35	33	68
3	29	34	63
4	38	31	69
5	50	35	85
6	50	38	88
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	267	242	509

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2019 - 2020 school year: 16%

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

Our school is located in a very transient community, in which job opportunities often fluctuate pending the season and tourist economy.

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, 2019 until the end of the 2019-2020 school year	50
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	37
(3) Total of all transferred students [sum of rows (1) and (2)]	87
(4) Total number of students in the school as of October 1, 2019	556
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

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

Spanish, Portuguese, Russian, Romanian, Japanese

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

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 13 %
67 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>7</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>17</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>23</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 7
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	28
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 20:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	95%	95%	95%	95%
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 2020.

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.

Orange Beach Elementary School will empower and inspire ALL to achieve GREATNESS.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Open as usual, traditional schooling, with the option of virtual for students and parents. Students/parents at the elementary level had the option to enroll in virtual school, and once a quarter was complete, could transfer back to their base school.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III - SUMMARY

Orange Beach Elementary School (OBES) is located in the heart of the city of Orange Beach within Baldwin County, Alabama. The city of Orange Beach is considered to be an old city that dates back to the 1860s. At that time, it was made up of three different communities that were well-known for their forestlands. The forestlands were depleted in the early 1900s and were replaced with orange groves, which is how Orange Beach received its present name. Though the city has had its challenges with hard freezes that wiped out the orange groves, numerous hurricanes that destroyed major portions of the community, and a historic oil spill, the city of Orange Beach has always overcome these tragedies and formed the tight-knit bond that it has today for its constituents. Orange Beach Alabama is known as a present-day boating, fishing, and tourist mega-center.

Orange Beach Elementary is the only elementary school located within the community and serves students in grades pre-kindergarten through sixth grade. All certified employees carry a highly qualified classification under the strict guidelines established by the state of Alabama. The current building opened its doors in August 1997; and, then added additional classrooms in 2008 because of enrollment growth. Orange Beach Elementary School consistently receives an influx of transient families, primarily due to the seasonal workforce. The school has excelled at accepting, providing support, and obtaining services for these students under these conditions which has diversified the school population, and, in turn helped to offer even more to all students.

In November of 2007, with the assistance of several prominent business and civic leaders, an interactive museum known as the Steven W. Baker Sea, Sand, and Stars Science and Nature Center was built, so the children of Orange Beach could learn about their own natural resources in the area. The facility features a 5,800-gallon aquarium with a large variety of fish known to the area. The interactive and unique facility also has a planetarium, a computer technology room, library, outdoor classrooms, a weather station, and has the capabilities of tapping into the Hubble Telescope. The partnership between the Baldwin County Board of Education and the City of Orange Beach provides a multitude of learning opportunities for not only local students, but for all school-age children for field trips. Sea, Sand, and Stars traditionally hosts schools from within the school district, other school districts, and other states, with over 4,000 visitors annually. However, due to health and safety protocols, field trips were suspended for the 2020-2021 school year. Therefore, our students at Orange Beach Elementary School were able to receive more classes within our astronomy and marine science curriculum programs within Sea, Sand, and Stars.

The school not only works with its students to provide rigorous academic standards and expectations but also ensures that the parents and community members are well informed of the continuous contributions the school is providing and the current events at Orange Beach Elementary. This communication is implemented via phone, email, text, rapid notification system/School-Messenger, newsletters, school Facebook page, school Twitter page, the district website, the school website, media outlets, and the school digital sign.

The 2015-2016 school year for Orange Beach Elementary School brought about a wonderful change to our school setting and environment.

OBES earned an Office of School Readiness (OSR) First-Class Pre-Kindergarten Grant and implemented the first ever Pre-Kindergarten class at Orange Beach Elementary School. This was a very valiant effort from a multitude of stakeholders in an effort to bring about the Pre-K class to OBES. A collaboration between the school, the school district, parents, teachers, organizations, businesses, community members, and the city took place to bring about this new program for our school. A very unique aspect of the Pre-K class was that the City of Orange Beach provided the "match-funding" to combine with the OSR grant in order to make this dream a reality. The city pledged to provide the funding for the PreK class/program where the grant funding fell short, as both provided the funding for our Pre-K in an effort to serve our children, our community, and our school. Our OBES OSR First-Class Pre-K Program has been very beneficial for students and families for educational growth and achievements. For the year, 2018-2019, Pre-K OSR Grant was renewed for an additional three years. The city continues to supplement the Pre-K unit

for what the grant does not cover. Students continue to learn and grow academically, emotionally, and socially within our Pre-K program at OBES.

The 2020-2021 school year has brought about challenges to our school as well as our community. However, the students, staff, and teachers at Orange Beach Elementary School have embraced those challenges and have continued to excel to learn and strive in a healthy, positive, and safe environment. Our school is a Leader in Me School, a Grade A state-report card school, as well as an Attorney General Safe Schools Initiative Award of Excellence recipient school.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Much effort is put into our instructional design by Orange Beach Elementary School, the district, and the state. The Alabama College and Career Ready Standards in all subject areas are written by the Alabama State Department of Education (ALSDE) Standards Committee, and then reviewed by statewide educators and stakeholders, and, in turn approved the Alabama State School Board. All standards are carefully followed by instructors and students and are assessed to determine mastery through ongoing formative and summative assessments. The Alabama Comprehensive Assessment Program is administered in the Spring. Curriculum resources from the ALSDE approved list are evaluated and voted on by teachers in our district to determine the best available for teaching these standards.

The core reading curriculum resource at OBES is Scholastic Literacy. This is a comprehensive graded K-6 program offering whole-class explicit instruction, small group instruction, and independent learning practice. Implemented are authentic and culturally relevant literature, integrated writing, foundational reading, and digital resources, i.e., Freckle Reading and Math, Google Classroom, Google Meet, Lit Pro Library, and FIRST Scholastic for our one-to-one Chrome Book initiative. Through the Guided Reading small group instructional library, school media center, classroom libraries, MyOn, and Literacy Pro digital libraries, students have an extensive choice of differentiated reading materials on every instructional level and genre. Additionally, our Weekly Social Studies curriculum compliments our English Language Arts instruction incorporating reading, writing, speaking, and listening standards. Thereby, increasing student's knowledge of history, geography, cultures, social emotional, and civic responsibility on multiple platforms. Faculty members are currently participating in professional development in the science of reading (LETRS by Voyager) and multi-sensory teaching strategies to increase reading achievement among our students. Much of this training is now virtual and sometimes outside of the school day. The Alabama Reading Initiative works with the district and the school's reading specialist and administration to ensure that teachers are trained and supported in a coaching cycle as they put instructional practices in place in the classroom. Extra emphasis has been placed upon continuous professional development for teachers remotely so as to proceed with academic achievements and student growth.

Through our Go Math curriculum resources, students are provided rigorous math lessons and instruction that give attention to conceptual understanding, fluency, and application in real world situations. Instructional resources are differentiated across all interactive platforms and independent practice meets the needs of all students. Our students have benefited from our move to the 5E instructional model - Engage, Explore, Explain, Elaborate, Evaluate-using STEM scopes, our Science resource. The 5E model helps develop better mathematical and science understanding in our students.

Our school is moving toward Science, Technology, Engineering, and Math (STEM) education as our students are concerned about making the world a better place. They love to explore, invent, build, problem-solve, and actively engage in their learning. Teachers are facilitating learning from the view of real scientists and engineers to solve problems that students' value. This approach is connecting English Language Arts, Math, Social Studies, Science and Health, and the Arts. Market Day, for example, is a project culminating the Economics unit of study for third grade. Students read extensively and discussed product inventions to improve daily life, and created their own product considering pricing, supply and demand, overhead, marketing, and business plans. A presentation was then made for economic marketing development. Vertical Tower Hydroponic Gardens, a new OBES project, incorporates fifth grade students planting, caring, growing, herbs, and other vegetables, that are on the approved list, to be served "farm to table." Classrooms in grades K-6 each have one tower garden per grade level, so that all ages of students may participate.

OBES also has the Sea, Sand, and Stars (SSS) Science and Nature Center located on our campus. The SSS facility currently serves all graded K-6 students with classes twice a week. This is a project-based learning facility incorporating astronomy and marine biology curriculum studies for students.

to discuss student mastery through formative and summative assessment data, i.e., STAR Benchmark, STAR CBM's, Scholastic, and Alabama Comprehensive Assessment Program (ACAP), and identify students' strengths and weaknesses. Instructional goals are set for all students to succeed in the classroom, and additionally with the school interventionist and resource teacher if needed. Multiple teaching resources are available for Tier II and Tier III instruction for students who struggle in math and reading with Tier I grade level instruction via Edge Reading, Heggerty Phonemic Awareness, Guided Reading, Go Math Intervention, and Bridges Math. Special programs, such as SPIRE interventions and Orton Gillingham, are used for students with dyslexia-like tendencies. Parents are included in this planning through phone and/or Google Meet conferences. They also are asked to complete a survey with concerns and strengths about their child. Parents are directed to a home support website from the ALSDE and our school district. Collaboration is vital for success.

1a. For secondary schools (middle and/or high school grades):

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

Orange Beach Elementary School (OBES) has one Office of School Readiness (OSR) Pre-K program. Students practice and apply early learning standards aligned with GOLD Teaching Strategies, the state assessment tool to guide instruction, and the National Institute for Early Education Research (NIEER) quality benchmarks. The core curriculum implements Alabama's Standards for Early Learning and Development including: Relationships and Connections, Exploration and Critical Thinking, Developing STEM Skills, Communication, and Physical Development and Health. OSR classrooms promote high quality instruction for up to eighteen four-year-old students each year. Students receive 6.5 hours of instruction five days a week. Other supports provided include physical, vision, hearing, and dental screeners with family permission.

Gold Standards align to grades K-3 academic standards to help ensure a successful transition into primary grades. The lead teacher attends a minimum of 15 hours of training provided by OSR and 15 additional hours offered by local or regional programs. Auxiliary teachers must attend 20 hours of training, half provided by OSR and the other half provided by local and regional programs. Kindergarten data analysis shows a +23% growth from beginning-of-the-year to middle-of-the-year. Approximately half of the students enrolled in Kindergarten attended the OSR Pre-K program at OBES last year. Students maintain a Pre-K garden and is connected to our school-wide farm to table tower garden initiative.

During COVID-19, adaptations were made to the Pre-K program for student health and safety. Families are expected to earn 12 participation hours each school year. The family engagement plan was adapted to meet these safety needs, allowing families to earn their family engagement hours outside of school. Families built leprechaun traps, Valentine boxes, and character pumpkins for engagement hours. Students and staff practice good hygiene, handle food carefully, stay home when sick or have a sick family member, and practice social distancing. During January distance learning, students were assigned a district provided Chrome Book and participated in Google Classroom instruction. Students also use their Chrome Books to complete lessons on Waterford Early Learning on a daily basis.

2. Other Curriculum Areas:

Orange Beach Elementary School (OBES) offers additional curriculum areas that include art, music, physical education, counseling, media/library, and Sea, Sand, and Stars (SSS) aquatic learning lab and planetarium. The master schedule was adjusted this school year in order to adapt for health and safety.

Students at OBES participate in art class bi-weekly to develop knowledge of artistic elements and mediums to create, present, and critique works of art. Students are encouraged to be creative and expressive. All grade levels display their art throughout the buildings and in local showcases and contests. This year our fine arts department presented a virtual Veteran's Day art/music program which was featured via school social media.

OBES students participate in music classes bi-weekly where they explore and experience music concepts. This year our students virtually performed various musical selections in honor of Veteran's Day and Christmas. Students presented a project discussing several different genres and prominent musical artists. Currently we are in the process of discovering what song and genre is preferred by our student population for real-world relevance for March Madness Musical Bracket Tournament. In addition to music class, OBES sixth grade students may choose to take beginning band class.

Physical Education (P.E.) helps students to become strong, healthy children through exercise and physical activities. A positive learning environment and culture is established with the ultimate goal that students develop an appreciation and awareness of being physically active to build the foundation for a healthy lifestyle. Every student at OBES receives P.E. and health/nutrition instruction. An adaptive P.E. teacher is designated to coach our special needs children in collaboration with our teachers. We have a new Americans with Disabilities (ADA) playground which was built this year on campus to also support our students with disabilities.

Library class is offered at OBES for all students. Students listen to stories read aloud by our media specialist, check in/out books, and acquire knowledge in library/media skills, such as parts of a book, story elements, characteristics of different genres, and research skills. Our media specialist teaches technology skills to our students. Our school is a one-to-one initiative institution with Chrome Books. Students work with Google Classroom, Google Docs, and myOn reader amongst other learning programs and apps.

OBES is a Leader in Me school. The Leader in Me has helped to define and implement academic/behavioral expectations and positive habits for our students, staff, and teachers. Goal setting and plans to achieve those goals are developed in collaboration with progress monitored for whole child development.

The Sea, Sand, and Stars facility features a 5,800-gallon saltwater aquarium, 1,500 gallon marine life touch tank, 800 foot nature boardwalk with outdoor classrooms, planetarium, microscope lab, library, and gift shop. SSS hosts field trips (pre-COVID), but this year is serving only our school students twice a week. SSS implements both astronomy and marine biology curriculums within the facility.

Counseling classes are scheduled daily at OBES, and focus on academic, social, emotional building as well as career domains. Students build competencies that lead to becoming remarkable students. All grade levels explore and discuss topics, such as leadership, character building, positivity, confidence, mindset, teamwork, and friendship. Our school counselor collaborates with our school resource officer to teach lessons on cyber-security.

3. Academic Supports:

Academic supports are wide-ranging at Orange Beach Elementary School (OBES) and are tailored to individual student needs in every student subgroup to close an achievement gap of 10% or more. To do this, classroom teachers, administrators, the Alabama Reading Initiative reading specialist, the counselor, the reading interventionist, and resource teachers participate in monthly data meetings to analyze formative and summative data in order to provide individualized/differentiated instruction. The Problem Solving and Response to Instruction TEAM (PST/RTI) meets monthly to determine mastery of skills and standards through progress monitoring and create a plan for specific intervention lessons for the next four weeks. Using data, teachers collaborate to write a Student Reading Improvement Plan (SRIP), a Student Math Improvement Plan (SMIP), and a Student Behavior Improvement Plan (SBIP) identifying instructional needs and how these needs will be addressed. Parents are notified and asked to complete a survey on their child's strengths and weaknesses. A home support link is provided on the school website.

After analyzing data, teachers of students performing below grade level select the resource that best suits their instructional needs. Teachers provide 30-minute daily intervention lessons for these

students. Resources include but are not limited to: SPIRE (Dyslexic Orton-Gillingham program), digital iSPIRE, Scholastic EDGE, Heggerty Phonemic Awareness, Bridges Math Intervention, and Go Math Intervention.

Students with disabilities and special education needs are serviced by special education teachers and paraprofessionals in four resource classrooms. Resource teachers provide instruction in speech, academic disabilities, multiple disabilities, and behavioral supports. A sensory room with sensory resources is used for de-escalation of overstimulation. Each student is provided an Individual Education Program specifying times that students are serviced, and goals identified. Classroom teachers also support these students with goals and interventions lessons as indicated on SRIP's and SMIP's.

English Language Learners (ELL) are supported by an ELL consulting teacher with provided intervention lessons. The ELL consulting teacher uses ELL resources, provided by the district, and works with students and parents to conference and translate materials. Students are assessed using formative and summative assessments as well as ACCESS, a yearly summative assessment to identify student needs. These students are also considered for the PST/RTI monthly data meeting and instructional intervention plans are written there as/if needed.

Students who are on free-and-reduced lunches are identified initially through the STAR 360 Fall/Winter/Spring assessments, STAR Curriculum Based Measures, and the Alabama Comprehensive Assessment Program assessment given in the Spring. Teachers drill down with additional assessments looking deeper to find any area of need. Students of high need are discussed at RTI/PST monthly meetings and a SRIP, SMIP, and/or SBIP is written, shared with parents, and followed by the teacher.

Students identified as gifted, based on class screening data, participate in weekly Project Jubilee classes incorporating project-based learning lessons in two gifted curriculum classrooms. Gifted students also participate in differentiated lessons and reading beyond their grade level standard requirements.

Students set goals and track their progress in math and reading standards mastery in their Leader in Me Leadership Notebooks. These are shared with classmates, administrators, teachers, and parents to provide feedback on the student's accomplishments.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Orange Beach Elementary School (OBES), a Leader in Me School, promotes a positive learning environment along with academic, social, and emotional growth by teaching students to become leaders of their own learning. Students implement Leader in Me habits into their daily life including: to be proactive, begin with the end in mind, put first things first, think win-win, seek first to understand then to be understood, synergize, and sharpen the saw. Students apply for a classroom leadership role and engage in that leadership role to build leadership skills. Students maintain their leadership binders to track their learning and progress with five sections: myself, my WIGS (wildly important goals), my learning, my leadership, and my celebrations. Before school closures, student-led conferences were scheduled, giving students opportunities to share their leadership notebooks with their families. We are aiming to conduct these remotely this year.

OBES students participate in the National Elementary Honor Society (NEHS), community service projects, Peer Helpers, National School Bus Safety Week, guidance lessons, and Red Ribbon Week. One student per homeroom is recognized monthly as Kiwanis Terrific Kid recipient for being thoughtful, enthusiastic, respectful, responsible, inclusive, friendly, inquisitive, and capable. Students, in grades K-6, grow herbs and vegetables in tower gardens for a school-wide farm to table initiative. OBES is honored to have Sea, Sand, and Stars Science Lab that offers science lessons, STEM kits, marine life touch tanks, and a planetarium for student engagement twice a week. This allows students at OBS to be meaningfully engaged and leaders of their own learning.

During COVID-19 school closures, distance learning was maintained using Freckle and Google Classroom. OBES organized a resource distribution to ensure all students had the necessary resources during the school closures to support continued academic growth. Students were provided a WI-FI hot spot if needed, so that online learning could continue. Workbooks were also provided for students. The school used School Messenger, Remind 101, school website updates, and school social media updates for frequent communication with students and families. Virtual Meet the Teacher was offered so that families could safely transition into the new school year, during the pandemic. Weekly newsletters, Leader in Me Family newsletter, weekly updates to social media calendars were also used to communicate with our school community. School supply and uniform drives were offered to assist students and families. These examples of service allowed our school community to work towards our shared vision to empower and inspire others to achieve greatness.

2. Engaging Families and Community:

Communication strategies in working with family and community members for student success and school improvement has been an extra focus, especially this school year. Our school implements the rapid notification school messenger system, which has the capability of sending an email, phone call, and text messages to inform others with important information in regard to the school operations and updates therein. Communication has also been increased through our school digital sign-on campus, our school social media accounts, i.e., school Facebook and School Twitter, as well as our school website with consistent updates. Remote/virtual communications from faculty to parents has also increased via phone conferences as well as virtual meetings conducted for increased safe communications for student success.

Our school is a Leader in Me school. The Leader in Me has offered an increase of remote and virtual aspects within the curriculum process for all students, staff, teachers, and parents. This increase has assisted with continuous engagement with The Seven Habits of Highly Effective People for this school year. The process focuses on a wide range of leadership development for students, staff, teachers, parents, and families as well. Students are developing leadership notebooks with growth data from the school year in order to share with their families remotely to culminate the end of the school year via student led conferences.

Collaboration is key to the success of a school. We have a high collaboration amongst our school,

community, and stakeholders, in which we are very grateful. We have a wonderful after-school care program through our city, i.e., "Expect Excellence." This program partners with our school and provides not only academic assistance, but also a multitude of cultural, fine arts, and sports programs. This collaborative program assists students and families for success. Our school Parent Teacher Organization (PTO) has been actively involved and collaborative with our school, remotely/virtually, and has continued to provide support for our students, staff, and teachers. We have had local businesses and local restaurants that have partnered as well to provide meals, individually packaged per health and safety protocols, for students and/or families in need as well. Education coalitions have been readily available to assist, both district-wide and school-wide, with school needs. Classroom grants have been another very effective assistance tool for classrooms, students, and teachers' supplies and in close collaboration with the school. The sense of community is strong with our school and stakeholders.

3. Creating Professional Culture:

Orange Beach Elementary School creates an environment where all are valued. We hold to a very high standard, enthusiasm, optimism, and professionalism. We strive daily to provide a safe, happy, and healthy environment filled with positivity. This school year especially, we have leaned on each other to provide a positive sense of community, especially amongst our students, staff, and teachers. We focus on empathy and respect for others. Our school not only faced the challenges of the health pandemic, but also a major hurricane. Through this all, our school and community became even stronger in support of one another. We have an open-door policy at our school, inviting daily collaborative efforts and feedback from each other on how to improve. We provide the atmosphere where we know that one can ask questions, provide feedback, be heard, and contribute a voice toward the shared vision of our school.

The professional development approach has been vertically aligned during the transition to distance learning. The school district and central office did a wonderful job of gathering data and other pertinent information to deliver in a timely manner to our local schools. This approach began, remotely/virtually, in which we as local schools and faculty were trained. That information was streamlined so that all schools were learning the same approaches and information to implement at the local school level. Professional development was offered, with a wide variety and extra emphasis on digital learning and teaching. Surveys were conducted district-wide and school-wide as well for feedback and requests for more professional development and/or resources when needed. Preparations were made and implemented for digital learning as well as traditional learning this school year through faculty meetings, professional development opportunities, and teacher resource support.

Collaborative planning times are scheduled in the master schedule for grade levels and student support, as well as our instructional coaching system and cycles being implemented for continuous teacher support and student impact for success. We strive to build in times for teachers to analyze data, collaboratively plan lessons, as well as communicate and collaborate with school administration for student achievement and growth. We have the schedules set up as well, so that teachers can remain in their classrooms with their students for the day, around the scheduled meetings with our teams. This helps to prevent multiple substitute teachers throughout the school day. This schedule has assisted both students and teachers to protect instructional times for continuous learning.

4. School Leadership:

The leadership philosophy at Orange Beach Elementary School is that of a shared leadership approach. We focus on TEAM leadership because truly, "Together Everyone Achieves More." We value all of our personnel at the local school level, classified staff, and certified staff, working collectively for the betterment of all students and personnel at the school. Collaboration, school-wide, is a consistent focus for success at Orange Beach Elementary School. We designate times monthly for DATA/PST/RTI meetings with grade level teachers, administration, the reading coach, and special education teachers in order to collaborate and focus on student achievement, differentiation, and growth.

Administrative roles, both the principal and assistant principal, amongst other standard roles and responsibilities, are to support the students, staff, and teachers at Orange Beach Elementary School, to listen,

assist, and lead for success. This leadership is collaborative, and data-driven in efforts for school-wide success academically, culturally, and socially. We listen to and reach out to parents and stakeholders for feedback on school operations as well as student and family needs within the school as well as the community, via annual Measurable Results Assessment (MRA) surveys as well as advisory updates throughout the school year. Administrative roles have adapted to the changes this school year with specific adjustments to the master schedule for student, staff, and teacher health and safety. Homeroom classes remain together by homeroom vs grade level in regard to most enrichment classes, as best as possible, with time management and classroom requirements. Also, our custodial team schedules have been adjusted in order to have a custodian each afternoon/evening implement the medical grade spray treatments within all facilities at the local school level. Close collaboration and guidance from the central office with school administration with policies, procedures, and protocols have been implemented. An increase in focus for students, staff, and teacher health via masks and other safety protocols, such as sanitizer stations and thermal cameras throughout the school, have been implemented.

Social distancing safety and operations have been implemented for health and safety, as the school has followed directives from the Centers for Disease Control (CDC), school district, and state department of education. Our continuous collaboration with the school resource officer program for school safety in general is a top-priority for our students, staff, and teachers as well. We have a daily school resource officer here at Orange Beach Elementary School.

5. Culturally Responsive Teaching and Learning:

As a Leader in Me School, practicing the Seven Habits for Highly Effective People, we ensure equity, cultural awareness, school respect, and classroom respect. Leader in Me family newsletters are sent home monthly to connect home, school, and community. Students apply for and implement leadership roles and leadership notebooks in the classroom to practice leadership skills and to set academic goals. The Scholastic 7 Strengths Library is implemented in the classrooms to teach belonging, friendship, kindness, curiosity, confidence, courage, hope, and focus on students' emotional and intellectual needs. This is supported by our district-wide Guided Reading program.

Orange Beach Elementary School (OBES) counselor visits classrooms multiple times a month to implement guidance curriculum and reinforces healthy lifestyles with Red Ribbon Week. The week consisted of theme days to celebrate being drug free, such as "you are too bright for drugs," and students participated by wearing bright colored shirts to school. OBES has counselors through service agencies for students with mental health needs and the Behavioral Assistance Program for staff needs.

OBES also believes we are better together. A motivational speaker, a little person with a big heart, shared an inspirational speech on kindness, anti-bullying, and respect with the OBES student body before the pandemic occurred. Students are still impacted by his powerful words and continue to practice respect and kindness. The OBES School Resource Officer (SRO) and local police department partner with local families and students for "shop with a cop" during the Holiday season. The SRO leads classroom rotations and teaches Halloween Safety, Stranger Danger, and Cyber-Safety lessons. Pre-COVID-19, local agencies hosted fire safety week, led the Red Ribbon Week parade, and Care House provided internet safety programs. These topics are still taught, but in a different manner with safety procedures and protocols.

OBES welcomed 105 new students to our school just this past school year, as a result of a new local school system and zoning changes. These students were welcomed and provided new student orientations. We offer the backpack program for students, providing meals weekly. Food bags are delivered to students weekly, with extra emphasis before Holiday breaks.

With school closures, OBES reacted positively and quickly. Local restaurants provided hot meals to OBES families in need, with many school staff safely delivering those meals. Hurricane Sally affected our school community greatly. Many of our families experienced a great deal of devastation and loss, so uniform and resource drives were offered through community support and partnerships with local businesses and churches. Our National Elementary Honor Society service project provided a food box on campus for local families in need to support our community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The ONE practice that has been instrumental to our school's ability to successfully educate and support students has been academic focus. Academic drive for achievement and growth for student success is data-driven and based upon vertical alignment from our school district to our school. Our school data internally and the focus to improve that data consistently challenges our students as well as our teachers. Since school closures began in February/March 2020, this alignment of academics has been instrumental for success. We have aligned our standards, and differentiated learning paths. Placement tests were conducted virtually to assist in keeping students at or above grade level, and programs/resources have been provided for remote learning upon closures. Parents were provided at home learning programs, resources, and sites to assist their students at home. Collaboration of team members, including administration, teachers, instructional coach, and interventionist with the streamlined focus for success, has played an important role in educational success for our students and our school. Since the school closures, many challenges have arisen. However, the continued focal point for academic achievement, even in and through different avenues, has been the practice that has led to success. Our school has implemented direct instruction via Google Meet, and indirect yet guided instruction through Freckle. Embedded remote/virtual curriculum for all courses has been provided. Google Classrooms have become established school-wide since school closures and continue to date. Vertical alignment from the central office to our schools since the closures has been effective from professional development trainings, preparations for remote and traditional, one-to-one initiative technology improvements, Wi-Fi hot spots being provided for families in need, to outreach for parent and community support through these times. The school closures have truly led to a sense of community. Quality teacher recruitment and development of craft and pedagogy have added to our school success. Our employees are driven together for academic achievements and a positive culture and climate within our school setting to provide a safe and warm learning environment.

Communication has been vital to the sustained success of our students and school. Remind 101 has been implemented across the school for informational updates for classroom specifics. Email and phone conferencing have increased for parent/student and home communication with teachers. The school has increased communication as a whole via school messenger, school social media, and school website. Communication for clarity and consistency has changed for the better over time for our students, parents, and the community. Orange Beach Elementary School is a community comprised of exceptional people that strive for excellence.