

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

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

School Mailing Address 2115 Airborne Street
(If address is P.O. Box, also include street address.)

City Fort Campbell State DD Zip Code+4 (9 digits total) 42223-5387

County Montgomery

Telephone (270) 640-1208 Fax (931) 431-5842

Web site/URL https://www.dodea.edu/AndreLucasES/index.cfm E-mail Steven.Gardner@dodea.edu

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* Mrs. Christy Huddleston E-mail christy.huddleston@dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Americas Southeast Kentucky District Tel. (270) 439-1927

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. Bobbie Haynes
(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):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 10 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 | 39 | 49 | 88 |
| K | 49 | 39 | 88 |
| 1 | 40 | 42 | 82 |
| 2 | 39 | 39 | 78 |
| 3 | 34 | 33 | 67 |
| 4 | 38 | 22 | 60 |
| 5 | 24 | 34 | 58 |
| 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 | 263 | 258 | 521 |

*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):
- 3 % American Indian or Alaska Native
 - 1 % Asian
 - 8 % Black or African American
 - 19 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 56 % White
 - 12 % 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: 31%

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

We service solely military families. They move from one duty station to another as orders are dropped.

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 | 88 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year | 77 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 165 |
| (4) Total number of students in the school as of October 1, 2019 | 536 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.31 |
| (6) Amount in row (5) multiplied by 100 | 31 |

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

German, Spanish, Austronesian, Japanese

English Language Learners (ELL) in the school: 5 %
26 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 125

8. Students receiving special education services: 27 %

140 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>19</u> Autism | <u>2</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>42</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>65</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>4</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4

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. | 25 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 26 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 24 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 5 |

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 21:1

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 | 95% | 97% | 97% | 93% | 94% |
| 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.

Mission: Educate, Engage, and Empower Each Student to Succeed in a Dynamic World. Vision: Empowering Learners for Lifelong Success.

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.

We have been fortunate in school year 2020-2021 in that we have been open brick and mortar for most of the school year. We went virtual for two weeks following winter break as a precaution to keep students, faculty and staff safe. Our school health and safety team created numerous safety protocols which were reinforced to all students, parents, and faculty/staff. These protocols have helped us maintain a safe and healthy school and has allowed us to stay open with very few COVID cases.

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

Andre Lucas Elementary is located on Fort Campbell in Kentucky. We have a diverse student population that reflects the military community that we serve. We currently service 529 students ranging in grades Pre-K 3 to 5th grade that come from both the enlisted and officer rankings. Andre Lucas has a variety of support programs including English as a Second Language, special education, and gifted.

Our mission is to spread kindness while we engage the students in a curriculum that challenges them to be college and career ready. We recite our kindness mission and challenge daily. We have 3 basic rules: Be Kind to Yourself, Be Kind to One Another, and Be Kind to this Space. Our guidance counselors, School-Based Mental Health Provider and Military Family Life Consultants work in tandem to ensure that all students emotional needs are supported. With a high rate of deployment, our students are balancing separation and reintegration with academics. This team provides in-class guidance that teaches students about being a Highly Effective Student and about being a good friend. Our school has a School-Based Mental Health Team and a Student Support Team that meets weekly to discuss students of concern and their progress.

One thing that we have found to be a positive impact is our Watch D.O.G.S. program. This program was introduced two years ago by a Top DOG volunteer. He brought the program over from his previous duty station and asked to lead it. This program provides the opportunity to dads and father figures to volunteer and shadow their students. Volunteers wear shirts that identify themselves and their students wear stickers that identify them and take a picture together that is displayed on the Watch D.O.G. Hall of Fame board in the cafeteria. With the high rate of deployment, those students who have someone gone find comfort in seeing the volunteers. Our first year we had about 20 dads volunteer. At the end of year two, we had close to 50 and the board was full. Some dads enjoyed the process so much that they volunteered on multiple days.

When COVID hit, our school went into remote learning for the rest of school year 19-20. Teachers and students were interacting and learning through Google Classroom to ensure progress was not lost. At the start of School Year 2020-2021, we were scheduled to return to the brick and mortar setting. In order for this to occur safely, we assembled a Safe and Healthy Return to School Team which consisted of classroom teachers, administration, and our school nurse. We discussed and established systemic protocols for cleaning, arrival, dismissal, lunch, recess, and instruction. All the protocols were placed in a mini-handbook and shared with staff. Arrival looks very different, rather than everyone coming in one door, our students enter designated areas based on the color of their pod. Dismissal is set up in a similar fashion as the students exit based on their mode of transportation. We are currently utilizing the gym and cafeteria for lunch to allow for social distancing. In addition, we also placed paw prints on the floor to show flow of traffic and six-foot spacing. While classroom set-up looks very different, we are now in rows and spaced out compared to small groups, we are proud to say that our students are performing well on interim assessments and making progress. Teachers are finding ways to make connections and close gaps.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

“Educate, engage and empower each student to succeed in a dynamic world” is the mission statement for Andre Lucas Elementary. To achieve our mission, we established a shared belief that high expectations lead to high achievement. These are exemplified by the DoDEA College and Career Ready Standards, which are the core of our rigorous curriculum. Each subject area has a scope and sequence that is established for our district, and through the PLC process, we develop high-level cognitive demand tasks that are differentiated. Because we plan as a PLC, equitable instruction occurs across the grade level.

We capitalize on this by utilizing multiple teaching strategies that meet the varied learning levels and styles of all students. English Language Arts is fundamental to success in all areas of study and life. Andre Lucas’ curricular program implements a rigorous balanced approach to meet the College and Career Ready Standards utilizing multiple instructional strategies to maximize student engagement and success. The varied student learning levels and styles necessitate not only differentiated student activities, but also multiple modes of instruction. Whole group, small group, mini-lessons, readers/writing workshops, readers theatre, guided reading, independent tasks, collaborative group work/writing, as well as student choice are all employed. This allows teachers to meet individual students’ needs. During small group instruction, teachers can work with students slightly above their instructional level. Teachers provide appropriate scaffolds so that students are always working toward the next level of mastery. With ongoing formative assessment and targeted instruction, our staff ensures that we are moving our students forward so that they can attain learning at the highest level.

In math, science, and social studies, teachers employ various learning strategies including project-based learning, inquiry-based learning, and a flipped classroom approach. Students have opportunities to solve real world problems by developing and executing a plan. Students also reflect on the process and make adaptations as needed. This not only engages our students; it allows them to see that their thinking and reasoning are valuable and relevant. All students are encouraged to set personal goals and progress monitor to ensure achievement of those goals. Those students who excel are pushed in their learning to dive deeper and apply their skills to real-world learning. To keep our high achieving students engaged and challenged, we develop meaningful extension activities so that these learners can apply their understanding in new ways. We want to encourage our students to be lifelong learners who are always curious to learn new things.

The philosophy that is executed in ELA is also exemplified throughout our content areas. Questions, assessments, and exit tickets are used to demonstrate evidence of student learning & guide teaching. Teachers provide timely, accurate, and constructive feedback to students; and return necessary feedback to afford students the opportunity to demonstrate improvement. Cooperative learning, student collaboration, and critical thinking opportunities are provided to students in all subject areas. Our job is to prepare 21st century learners who can problem solve, work together, and apply their thinking to multiple contexts. Through our instruction and learning opportunities, we provide students with the experiences to gain these valuable skills.

Our Core area consist of English/Language Arts, Math, Social Studies, Science, Interventions, and Specials. Our curriculum for ELA is Benchmark Advance; for Math we use "Go Math"; for Social Studies we use History Alive and Regions of our Country; for Science we use Foss Next Generation which includes live specimens; Math Intervention we use Moving with Math; Reading Intervention we use Spring Forward for grades K-1 and Steps to Advance for grade 2-6. Our PSCD and Pre-K students use creative Curriculum and our Special needs severe/Profound students use the Unique Learning Curriculum.

The COVID pandemic has presented many challenges for our students and staff. During the start of the 3rd quarter of our 2019-2020 school year, this unprecedented event resulted in a speedy transition from a traditional brick and mortar setting to an electronic platform. This move not only involved a monumental amount of instructional “adjustments” and planning, but also an immediate logistical challenge. The entire Andre Lucas staff was involved in the process that ensured all students had access to working computers in order to access the electronic resources required for continuing instruction. Although we did remain virtual

for the remainder of the 19-20 school year, we returned to the traditional brick and mortar setting for the 20-21 school year. Returning to the traditional setting in a safe and compliant manner involved many visible changes in all areas of the school.

Aside from the obvious necessity to wear a mask, there are many additional requirements in place. Pre-screening at home, hand sanitizer stations, changes in cafeteria/classroom seating, scheduled hand washing, and regular disinfecting of shared materials such as computers and small group areas are just some of the many required safety measures. We also needed to make certain that all students and parents were abreast with the use of our electronic resources in the event we were required to transition back to remote learning. Teachers were required to organize individual classroom materials for each student including manipulatives, books, and school supplies. Classroom teachers have effectively shifted homework assignments, classroom communications, and parent conferences to an electronic platform. Not only did this effectively maintain familiarity, it promoted technological skills with our early childhood population and preserved school to home interactions. It has also minimized the use of paper, and in turn, reduced chances of contamination. Despite all of these challenges, we have maintained a safe environment while continuing excellent instruction for our students.

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

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

The PreK program at Andre Lucas Elementary School uses the Creative Curriculum for instruction. Within this curriculum there are standards for the following areas: social-emotional, cognitive, physical, literacy, math, and language. The standards included in each of these areas aim to develop foundational skills in order to prepare students for kindergarten. Standards are met through a combination of play-based learning, whole group, and small group differentiated instruction. Units of study are chosen to work on throughout the year, which focus on discovery education and investigation, while integrating all the core subject areas.

Since the Creative Curriculum primarily focuses on children playing in interest areas, modifications needed to be made to adjust instruction based on COVID-19 guidelines. Many manipulatives and toys could not be used due to cleaning regulations for certain materials. Additionally, students are not able to share materials and play side-by-side as they normally would in the PreK setting. Teachers made each student an individual tub of toys and manipulatives to use at their table during free play centers time in order to meet this challenge. The items in the tubs allow students to work on fine motor skills, writing, and creativity. Students can interact socially with peers near them while still only playing with their own set of toys. Computers are still able to be used and are cleaned in between use. Small group time is still accomplished by using materials that are laminated and can be cleaned and using individual sets of writing tools.

Both data and discourse with the kindergarten teachers within the building have indicated that students who attend PreK at Andre Lucas demonstrate a higher academic and social preparedness when entering kindergarten and ensuing primary grades. Those students that went through the Pre-K program have had much better success compared to those that did not go through the program.

2. Other Curriculum Areas:

Andre Lucas' other curricular areas support the core instruction that occurs with the general education classrooms. These programs include art, music, physical education, English as a Second Language, media, technology, Advanced Academics Program and Services, and guidance. Each grade level receives art, music, guidance, and PE. The other areas are infused in various grade levels based on student need.

During the 2019-2020 school year, Andre Lucas, like many other schools, switched to remote learning. All of our other curricular teachers adapted their instruction, learned new digital platforms, and supported teachers and families with the transition. Prior to remote learning, each enrichment time began with ten minutes of "Fit Bit" - a collaborative time provided by the specialists focused on reading and math standards

integrated through physical activity.

Providing enrichment classes this past year has presented unique challenges. Due to Covid regulations, all enrichment classes are now held in homerooms. This helps to prevent student travel and germ contamination. Each teacher has adapted their instruction to provide engaging lessons to students and share a common space with classroom teachers.

Other curriculum areas support many lifelong skills by encouraging vocabulary development, creativity, problem solving, perseverance, and non-verbal communication. Music has incorporated an online interactive music program and research projects into their curriculum. Pencil boxes and water bottles have been substituted for percussion instruments. Humming has replaced singing. Art students are taught and encouraged to think about how they will use the elements of art to communicate their emotions and feelings to the viewer. They make connections to prior knowledge to acquire new learning. Projects allow students to problem solve and persevere.

The Physical Education program follows the DODEA curriculum which supports the academic classes. Throughout the school year, various activities are taught and integrate reading and math. All staff members work collectively toward helping students develop essential skills and knowledge to be successful. The Physical Education students go outside for their class due to Covid restrictions. The gym is used for cafeteria space to help with social distancing. When inclement weather occurs, a health lesson and movement activities are taught in the classroom.

Typically the library/media center is open at all times. Teachers determine the policy for their classes. First and second grade students are introduced to authors and illustrators and can collaborate, write and draw about how they can use what they have learned. Due to COVID, teachers request books for students biweekly on assigned days to be delivered that day.

English as Second Language and Advanced Academic Programs and Services provide a variety of services that support the general education classrooms. They provide inclusion and pull-out support depending on students' needs. Guidance meets bi-weekly with all students and offers a variety of lessons. These lessons emphasize character development, and careers are explored. Guidance lessons also focus on our Kindness Mission which is at the heart of all we do.

As we service diverse learners, it is vital that we continue to provide enrichment classes and other curricular areas instruction while adhering to safety regulations. We have adapted and continue to meet our students' needs. While this year has been challenging, we have kept our school mission and vision at the forefront of what we do.

3. Academic Supports:

Andre Lucas Elementary school strives to meet the needs of our highly mobile military population. To meet the needs of our diverse learners, we use a four-tiered support model of service whereby all students receive differentiated instruction. Our school's academic support staff includes two reading specialists, one math specialist, and one English Second and Other Languages (ESOL) specialist who work with students in level 3 of the support model. This support can be given in small group settings, individually, or using an inclusion model. Traditionally, our Advanced Academic Program Services (AAPS), previously known as Gifted Education, has a full-time certified Gifted Education teacher dedicated to meeting the needs of identified students who are performing above grade-level standards in grades Kindergarten through fifth. AAPS has its own set up identification and servicing procedures for each grade level. We are now using a more inclusive model to service students.

Professional learning communities meet weekly to review assessment data that is stored on our common school drive and make decisions regarding intervention and enrichment. To close the achievement gap of our subgroups, daily intervention time is built into our master schedule to

provide consistent support.

Our academic support uses research-based interventions. Groups are fluid, and students move among the tiers as data indicates. Data for student performance in these programs are shared with our Student Support Team and Case Study Committees to help make informed decisions for academic placement of students who may need more intensive support.

The achievement gap for our special education students, which make up twenty-nine percent of our student population, is being addressed through individual needs based on their Individualized Education Programs. Teachers provide specially designed instruction to students who qualify for special education, guided by data collected over time, which is used to develop their Individualized Education Programs. When students' independent skill levels are well below their peers, those students may best be served for their academic skills in a resource setting where specially designed instruction can be implemented at a pace geared toward students' needs and smaller group instruction, while giving opportunities for repetition. In other cases, students may have their skill deficits targeted in a co-teaching environment in their general education classroom. Students with more severe disabilities are provided instruction using alternate content standards that allow for modified instruction tailored to each students' current academic levels.

A wide range of services are provided with a myriad of professionals available in the school and across the district to meet individual needs of students. Housed at Lucas, we have two programs to serve students with moderate to severe needs, a program for students with hearing impairments, two programs to serve preschool children with disabilities, four resource programs for students with mild-moderate needs, a vision specialist, an occupational therapist and three speech/language pathologists.

During the onset of remote learning, schedules were created to continue intervention and enrichment for all of our students. Direct services were provided to students with special education needs. Due to these supports, students received the quality instruction necessary to prevent further widening of achievement gaps.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Andre Lucas Elementary School is one of four elementary schools located on Fort Campbell Army Base in Fort Campbell, Kentucky. Our school prides itself in its ability to provide an all-encompassing learning environment that addresses academic achievement, personal growth, and a safe and secure space where students can reach their goals. Our model for student success includes the College and Career Ready Standards with emphasis on Securely Held Knowledge Standards to ensure foundational learning occurs at each grade level. Every student is considered with regard to learning strengths and needs in order to plan differentiated learning tasks to meet their needs and promote growth and academic development.

Every morning our student body starts their day with the kindness pledge and kindness challenges. This has made a tremendous impact on the climate and culture of our student population. Students make a deliberate effort to think and act in kind ways as they navigate their academic days. New students are quickly welcomed into our safe and engaging environment through peer mentors.

Students at Andre Lucas Elementary School have many ways to feel heard and supported. We have school counselors, Military Family Life Counselors, (MFLC) and many paraprofessionals in addition to classroom teachers and special teachers including two art teachers, a PE teacher, a music teacher, a gifted teacher, reading specialists, and a math specialist. All these professionals work together to communicate student needs and develop plans for social and emotional growth, as well as academic progress.

Andre Lucas Elementary School has always offered after school enrichment activities to motivate and engage students. Clubs have changed over the years depending on students' interests and needs. Even during our current year, we have still managed to host Lego Club, Yoga Club, Yearbook Club, Music Club, and tutoring. In addition to the after-school activities, we have kept our Morning Broadcast Team to provide morning announcements and learn new technology skills.

Our school utilizes a Positive Behavior Interventions and Supports System to help motivate our students to demonstrate great behavior and make appropriate choices. Students earn Lucas Loot and can buy prizes as a reward. With COVID regulations, we have adapted our delivery service to ensure safety of students. By circulating the quarantined and disinfected loot, prizes are delivered to the rooms in individual bags.

Maintaining our programs and incentives has truly helped sustain the overall development of our students.

2. Engaging Families and Community:

Our school has always made engaging families and community members a top priority. In previous years, we have held a quarterly awards ceremony to recognize students' academic achievement as well as those that go above and beyond to be kind and model good citizenship. We have invited families to attend the ceremony and enjoy light refreshments afterwards. During the COVID-19 pandemic, we had to adjust our ceremony slightly. We still wanted to honor these amazing, young students' hard work and effort and to ensure safety protocols are followed, we moved to an online format. The ceremonies are live streamed in its entirety on our schools Facebook page. Families watch the awards in real time and comment to their special student(s). The comments are read aloud, providing a personal touch which makes the moment more special for our students. An unforeseen bonus is now that family members from all around the world are able to log in and participate virtually in the celebration.

We know the home school connection is key to student success and communication is the most vital part of this relationship. Our school sends out a monthly electronic newsletter which is loaded with information and reminders of upcoming events. The newsletter holds messages from administration, guidance counselors, each grade level, special area teachers, and the nurse. Every classroom teacher also holds a live monthly Google meet with the parents of students in their class. During these meetings we review academic standards, learning skills, and goals being addressed that month. We also use this time to further build upon

the relationship we have with parents by addressing any questions or concerns they may have.

At Andre Lucas, we believe communication goes both ways. Not only do we hold meets and send newsletters to share with parents we also value the feedback and opinions of our stakeholders. We regularly send online satisfaction surveys where parents can offer feedback, suggestions, and share ideas.

One of the best community partnerships we have at Andre Lucas is our Watch D.O.G.S (Dads of Great Students) Program. Watch DOGS provides dads an opportunity to volunteer for the day and shadow their children from the classroom setting to recess, lunch, and specials. When children see their parents involved, invested, and interested, it motivates them to strive for excellence which has a direct correlation to academic success. We also partner with Chick-Fil-A and Domino's Pizza and have night events for our Lucas families. Chick-Fil-A also provides special treats for employees of the month which is voted on by faculty and staff.

3. Creating Professional Culture:

Andre Lucas Elementary School has supported teachers throughout the distance learning and other hurdles of COVID in many ways. The school has given multiple professional development days dedicated to enrichments to improve the online learning platform. Teachers were given the opportunity to self select which learning platform they wished to attend. These platforms included, but were not limited to, PearDeck, Google Classroom, Google Slides/Docs, and Jamboard. This helped instructors to better provide meaningful education to their students.

Teachers attend weekly Professional Learning Community meetings to review data and discuss intervention groups. Student growth is a critical continuing goal for Andre Lucas, and teachers have the mindset of collective efficacy and view each child as their own even if that child is not on their roster. This PLC time allows teachers to develop interventions and enrichments to address the needs of all students. These weekly meetings help support teachers by allowing time to share their strengths to best improve the students' learning journey. With a collaborative effort, our staff considers the viewpoints of multiple stakeholders to design instruction that meets the diverse needs of each learner.

Prior to Covid-19, teachers have been given a wellness day during the professional development time on early release days to relieve stress and promote positive comradery. Some activities provided were team sports, yoga, and walking. Teachers were able to choose between the different activities. This helped staff feel valued and acted as team building exercises to bring individuals together that normally do not get to connect during the school days. This also helped teachers to feel as if their mental health was taken into consideration.

In addition to the wellness days, Andre Lucas school staff votes on an employee of the month each month. The winner receives a gift card to Chick-Fil-A and is recognized by the school during announcements and staff meetings. This helps to boost morale by individuals seeing their efforts appreciated. Administrators also ask for feedback regarding decisions being made, such as extra duty time, and honor the feedback of the majority's request.

Our administrators and school counselors have an open door policy. Teachers and staff are invited to ask questions and express concerns openly. This transparency has helped our staff to feel safe when sharing their ideas and feelings. We keep our students' interests at the forefront of what we do and provide the support for one another that is needed to do the best job possible for our students and community.

4. School Leadership:

Our leadership philosophy begins with the fact that all students can learn and have a right to learn. We believe that all students have the right to a quality education and our focus is on student achievement. This cannot happen unless we have established a caring community where all stakeholders feel safe and are provided the support necessary to achieve their goals. We constantly work to improve our school. We set high standards of learning, have worked to develop a positive culture, and participate in continuous school

improvement. These factors allow all areas of student development to occur. Our leadership team consists of the Principal, Assistant Principal, Administrator Officer, Continuous School Improvement Team, Student Study Team, Team Leaders, and Professional Learning Community leaders. We operate under the premise of shared leadership. All decisions are made with input from all stakeholders, which we have found to help with buy-in from all faculty and staff.

We focus on student achievement through the PLC process and develop lesson plans that are differentiated to meet the needs of all students. Student data is tracked through our Data Tracker and that data is used to develop intervention groups based on standards not mastered. Interventions are progress monitored and students not mastering required standards are reassigned to different and appropriate intervention. All intervention data is posted on the google drive under our PLC tab for easy access for all stakeholders.

All faculty and staff undergo required observations and administration meets with each staff member several times a year and provides constructive feedback to improve instruction and teacher practice. Administration also conducts Learning Walkthroughs with a focus on specific indicators and feedback is provided to teachers and data tracked to see if current practices need additional professional development or support.

Administration is also concerned with morale, culture, climate, and communication of faculty and staff. We seek feedback from all staff in decision making and have completed a book study on *The Five Love Languages of Appreciation in the Workplace*. All staff completed a survey to see how they like to be appreciated. This has allowed us to show appreciation to our staff in a way that has the most impact for everyone.

We have worked closely with the Garrison Command, BACH Hospital, Ft. Campbell Safety Team and our School Health and Safety team to develop safety protocols so that we were able to open schools in brick and mortar and still allow quality education to take place while still keeping everyone safe and healthy.

Administration has had to be flexible and change as situations dictated. They have had to close individual classrooms and quarantine students and faculty and still allow for remote instruction to take place. They have also had to close the entire school for two weeks following winter recess as a precaution and students were placed in remote learning so that quality instruction could continue.

5. Culturally Responsive Teaching and Learning:

Andre Lucas Elementary School, which is located on the Fort Campbell Army Post, is a melting pot of diverse races and cultures, including the military culture. As a result, individuals from many different backgrounds and cultures attend our school and are made to feel welcome. Sometimes students are academically behind, or ahead of their grade level peers. As a result, the students could receive reading intervention, tutoring, gifted, or English as a Second Language services in order to help them be successful. All students, regardless of their race or cultural background, are provided quality instruction in order to enable all of our Lucas Leopard students to be successful.

In order to enhance equity and cultural awareness for our students, our school applied for and received a \$1,500 grant from the Federal Education Association. The grant request outlined our desire to purchase texts by culturally diverse authors that included diverse characters. These diverse texts were distributed to students during our Read Across America activities. The Spring Arts Fair, hosted annually prior to COVID, is another school event showcasing a variety of cultures during which parents or staff can share examples of clothing, artifacts, food, alphabet, music, or other customs from the country of their origin. When we are willing to learn from each other, everyone benefits as we grow in knowledge together.

Respect and kindness initiatives occur on a daily basis at Andre Lucas Elementary School. Our school has an overall kindness theme, pledge, and a daily challenge which are heard during the morning announcements. When an entire class can recite the kindness pledge, the class is also

recognized during the morning announcements. Students or staff have their name announced during the morning announcements for demonstrating kindness. There is also a bulletin board on which the names of people who have had their name announced for demonstrating kindness are written on a Lucas Leopard paw print and displayed for all to see. The Guidance Counselors go into classrooms and teach lessons about kindness and respect to all grade levels. There is a sign on the wall outside of the counselor's office where staff or students can have their photo taken for being the I in Kind. Andre Lucas values individuals from all backgrounds and cultures. Students and their families are welcomed into the Leopard Pride and quickly feel right at home.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

In March of 2020, Andre Lucas went remote due to the Covid-19 pandemic. Teachers, students, and families had no idea what to expect. With so many parents being essential workers as military members, balancing career and the education of their children would be no easy task.

Teachers and supporting staff acted immediately knowing that open communication was the key to a successful transition. We also knew that our practice of collective efficacy was now more important than ever. Andre Lucas has always operated on the belief that every staff member has shared responsibility for the success and well-being of every student in the school. Now we had to band together to not only support our students' academic growth; we had to extend our support and understanding to all of our families.

During remote learning, teachers met with students every day for instruction and to ensure the social emotional support of our students. Our staff also met frequently with parents to support them in navigating remote learning. We made our students our priority as support staff contributed to teaching, monitoring data, and meeting with students and parents.

Our school remained in remote learning for that rest of the school year. Students were scheduled to return to brick and mortar learning in the fall. As excited as our students and staff were, many challenges and fears presented themselves. Besides the emotional impact of Covid-19, there were safety and logistical issues we faced. Andre Lucas initiated a safety committee to help create standard operating procedures for the school. School leaders met with staff immediately to discuss plans and concerns. We also created safety videos and welcome back videos to share with our families. We wanted our students to feel welcomed and safe before they even stepped foot into the building again.

When students arrived, they felt safe, welcomed, and loved by all staff members. We maintained our collective efficacy for our students. We made sure that every staff member considered the safety, learning, and social emotional well-being of every student.

While we see hope with Covid-19 this year, we remain student-centered and keep open lines of communication with families. While we have always held collective efficacy in our school, we are constantly adapting to meet the needs of our students and families. We model for one another and uphold each other through all the struggles. We have committed to giving our best selves to serve our students.