

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Laura B Otto  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 2600 North Brazos  
(If address is P.O. Box, also include street address.)

City Hobbs State NM Zip Code+4 (9 digits total) 88240-1584

County Lea County

Telephone (575) 433-2300 Fax (575) 433-2327

Web site/URL https://cor.hobbsschools.net/ E-mail ottol@hobbsschools.net

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Gene Strickland E-mail stricklandg@hobbsschools.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hobbs Municipal School District Tel. (575) 433-0100

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 Mr. Gary Eidson  
(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**

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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

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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):
- 13 Elementary schools (includes K-8)
  - 3 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 18 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	0	0	0
K	28	22	50
1	33	33	66
2	33	28	61
3	30	35	65
4	29	32	61
5	29	29	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
<b>Total Students</b>	182	179	361

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.28 % American Indian or Alaska Native
  - 1.4 % Asian
  - 5.9 % Black or African American
  - 67.7 % Hispanic or Latino
  - 0.28 % Native Hawaiian or Other Pacific Islander
  - 24.44 % 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: 12%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	27
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	52
(4) Total number of students in the school as of October 1, 2019	440
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

Spanish

English Language Learners (ELL) in the school: 14 %  
49 Total number ELL

7. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 245

8. Students receiving special education services: 15 %

53 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>3</u> Autism                   | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                 | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness           | <u>7</u> Other Health Impaired                 |
| <u>3</u> Developmental Delay      | <u>9</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance    | <u>20</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment       | <u>0</u> Traumatic Brain Injury                |
| <u>11</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: 2

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.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	95%	94%	94%	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.

<b>Post-Secondary Status</b>	
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.

Our mission at Coronado Elementary is to foster a love of learning within our community, to create an environment of respect, inclusion, and support diversity.

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.

During the current school year, Coronado Elementary offered families two options for their child's learning model: hybrid (where the student attends school for face-to-face instruction on assigned days) or online (Hobbs Online Learning Academy (HOLA) where students work from home). Coronado Elementary has one HOLA teacher for grades kindergarten through fifth and two or three hybrid teachers for each grade.

Families that chose hybrid were phased into school in the late fall, starting with a 5:1 model for kindergarten through third-grade students. Each day, except for Wednesdays, a new group of five students came to school with one classroom teacher. Before any change from the 5:1 model to the K-5 hybrid model could be implemented, the school completed a fire marshal review to ensure that Coronado met all safety guidelines, including signage, regularly scheduled sanitation, adult and student health screenings, and other protocols. Beginning in January, the Department of Health (DOH) authorized 50 percent of our students were able to come back to the building at one time. Like this, hybrid students were classified as either an "A" group, attending on Mondays and Tuesdays, and a "B" group attended on Thursdays and Fridays. While one group of students were physically present in the classroom, teachers taught the other group of students via a simultaneous live online learning (Zoom) connection. Remote students completed their assignments while working from home.

Parents who chose HOLA as their child's learning model worked remotely from the beginning of the school year. Remote learners were invited to join scheduled Zoom sessions with their teachers. These sessions could exceed an hour and spanned various content areas. Parents were given an option to come to the school to pick up the grade level material and resources to assist with remote instruction. The daily Zoom session and the option for hard-copy learning materials and resources were the results of teacher/parent collaboration to meet our online learners' needs.

Students with an individualized education plan (IEP) often require additional help within a resource classroom setting. They can attend face-to-face classroom instruction with their assigned resource teacher. This was accomplished in small groups and was especially important for students with specialized needs such as speech and physical therapy. The method evolved into the primary model to meet the students' additional learning and service time requirements.

After hybrid learning began in January, resource teachers were scheduled on the opposite days that students were scheduled to attend in-person instruction. This allowed both the required service times and classroom times to be fulfilled. IEP HOLA students' times were fulfilled via Zooms with the resource teacher.

Level D students attended school full time beginning in August with the assigned teacher. They began the school year separated into small groups due to the DOH ratio requirements. These students had recently returned to regular classrooms four days a week when the hybrid 50 percent schedule was implemented.

Because COVID-19 numbers have declined drastically, our school will return to regular, five-day instruction for all grade levels and all students on March 29 while continuing to follow COVID safe practices for safety.

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**

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Strongly constructed in 1964, amid the Cold War era, Coronado Elementary is one of thirteen neighborhood elementary schools in Hobbs, New Mexico, and is home to nearly 350 students in kindergarten through fifth grade who reside in and around the vast expanse of the south-eastern corner of the Permian Basin. Our families are from diverse backgrounds that vary in socio-economic status. The majority of gainful employment comes from our families that work in the oil fields, ranches, or dairies around the area. The student population has continued to climb over the last few years; however, moving into the remote status and the recent drop in oil prices has seen a recent decline. Our team strives to create an environment of respect and inclusion consciously and to support ethnic, racial, religious, and socio-economic diversity among all stakeholders of the school.

Coronado Elementary focuses on research and standards-based curricula, which continuously ignites and fosters our students' love of learning while educating them to the highest level of academics and guiding them to achieve their fullest potential. Beyond the primary curriculum, reading is supported through various programs such as MyOn, Istation, and Accelerated Reader. The Istation program takes newly learned skills and identifies skill gaps, and engages students in practice that guides their progress and improvement on benchmark assessments. Utilizing an adaptive curriculum also provides real-time progress monitoring. Accelerated Reader provides valuable data based on the student's zone of proximal development (ZPD), giving teachers a comprehensive view of each student's reading ability and offering a way to set reading goals and track progress. These supplemental resources and other online components in the school's curricula are common elements of our educational approach during previous years; therefore, when moving into a remote or hybrid setting, continuing to utilize them has not been difficult. Likewise, with mathematics, the online components offer differentiation and support instruction, so the transition to remote learning is attainable.

Teachers regularly participate in common planning times (CPT) for collaboration, data review, and curriculum planning. As a school, we understand the importance of collaboration and make these planning times sacred. Due to the COVID 19 pandemic that began impacting our region in March 2020, teachers still meet for an hour via Zoom on Wednesdays, which are scheduled throughout the district as strictly independent remote learning days for students and professional development days for teachers. Teachers continue to make data-driven decisions and meet in teams or participate in professional development opportunities. Teachers are continuously provided feedback and are coached using leverage leadership. As a school, we also support our teachers to seek continued development in educational practices, and they receive professional development opportunities provided by the district.

The biggest priority, aside from academics, is the safety and well-being of our students because of COVID. We strive to make their learning environment safe in multiple realms; sanitation of our campus, providing social/emotional learning for our students, and our teachers' emotional well-being. We strive to create an environment that is safe, enthusiastic, friendly, and fun. We are also committed to our families' health, both physically and, most importantly, to the SEL. Teachers first attend to students' emotional needs because they may have lost numerous loved ones to the pandemic. Though academics may have taken a hard hit, students and teachers SEL has been the hardest. We feel it is imperative to make connections with the students on the emotional level with warmth, kindness, and caring.

We pride ourselves in providing our students a well-rounded education that includes fine arts, technology education, physical education, and STEM education. We provide a plethora of extra-curricular opportunities to enhance their cultural perspectives. Coronado Elementary is also proud to offer a 21st Century Community Learning Center. This after-school program leverages student interests in numerous extracurricular areas such as art, coding, STEM, culinary skills, SEL programs, and tutoring support.

Parents and community members are encouraged to be actively engaged in the educational process and welcomed as partners in their child's education. Coronado Elementary partners with local museums and businesses to bring well-rounded presentations to our students. Numerous parent nights are hosted, such as Winterfest, father-daughter and mother-son dances, and literacy and math nights. Although this year has



become virtual and remote, we encourage parent engagement through online parent/teacher conferences, virtual focus groups, digital communication through the Class Dojo program, and informational recorded videos.

Coronado teachers and its leadership continue to use systems of continuous improvement and leverage data-driven decision-making, evidence-based instructional teaching practices, and backward planning protocols. We see the most significant growth in student's academia when they can collaborate, have authentic conversations and connect cooperatively. Students are slowly getting back to that standard as they are able to return.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

Coronado Elementary studies student data collaboratively to make standard aligned instructional decisions in a proactive, preventative practice. This practice has led to successful grade-level teams led by highly effective leads with a shared vision of student growth toward proficiency and the celebration of academic excellence in weekly collaborative planning times. Student work samples and assessments are brought to the table and discussed for future lessons to meet state and district standards and are strategic and imperative for meeting students' needs. This year, teachers have adapted tremendously for the greater good to continue educating and assessing students through the shift from classroom learning into utilizing online platforms until the hybrid learning model became available.

Since March of 2020, and due to COVID-related closures, Coronado teachers have faced multiple adversities. At first, faculty scrambled to provide the best education we could through unfamiliar computer platforms and the constant creation of packets and resources for reading and math. Educators moved from in-person instructors to facilitators of home learning to help the parents teach their children. Google classroom was utilized to add reading and math assignments. Early on, parents and families did not have the adequate technology equipment or knowledge to help their children complete assignments or attend Zoom classes with teachers. Teachers assisted struggling students by making home visits to safely drop off the resources at doorsteps or meet parents at the school after hours to exchange the materials in reading and math. Because there was an entire nine weeks left until year's end, we studied the standards to ensure the most important were the focus areas for instruction.

As the new school year came closer, we shifted into different learning models, adapted technologically, utilizing online learning, and differentiated instruction as we would never have expected. The district provided all students with a Chrome Book and a hot spot Wi-Fi device upon request. Teachers were trained to help parents and students with this equipment and the new educational platforms for two reading and math. With this new platform, teachers would assign work in reading and math aligned to standards on grade level. Primary instructors saw phonics lessons as necessary, therefore adapted their instruction into segmented Zoom sessions. Zoom links were provided to families and students to participate in a whole-group discussion or lessons. Teachers offered separate Zoom sessions for tiered small group instruction and differentiation. Teachers also provide prerecorded lessons, including interactive PowerPoints or Google slides, and posted them to the Class Dojo to accommodate working parents. Students were provided online supplemental resources and support in specific skills with usernames and passwords to build reading stamina. Hybrid model learning with students simultaneously with students remotely on zoom at home.

Through the course of remote learning and hybrid learning, Coronado's teachers follow the New Mexico Common Core State Standards as the curriculum for all grade levels. Wonders, for reading, and IntoMath, for math, provided a structure for instructors and learners. The curriculum is decided on by district-level personal, though teachers take pride in autonomy to deliver instruction. Each teacher uses the district-approved pacing guide that includes an instructional framework. Through their (WHO) suggestions, Coronado has moved into a virtual platform where students go to one place to access all of the academic content needed for success. These virtual classrooms are personalized for each teacher's classroom.

Subsequently, students are provided three opportunities a week to attend tutoring sessions after school to help with homework via Zoom and in-person tutoring independently of homework, though based on state Istation assessment data or Growth Measure benchmark data showing gaps.

Teachers continuously assess students using formative and summative assessments; these assessments that were once standardized are given and taken at home. Assessment data varies due to parent help. To protect the scores' validity, teachers have decided that students must come to the building on a schedule to administer that state Istation assessments. Kindergarten through third grade utilizes Istation, fourth and fifth grades added the Istation assessment to their triangularization of data, including the Wonders selection assessments and STAR assessments this year. STAR assessment is taken by the different levels triangulating data. Though state EOY assessments have not been administered since 2019, teachers continue to effectively

prepare students through unit assessments and short cycle assessments (SCA). All students must utilize Istation activities online and at home for 20-30 minutes daily to help improve academic gains. The same occurs in Mathematics. This data is used to group students in tiers for differentiation in person and online learning.

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

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

**2. Other Curriculum Areas:**

All Coronado students are offered various non-core subjects weekly that support essential skills through music, art, technology lab, and PE. Specials teachers are certified teachers and work closely with general education teachers to enhance and support core instruction. The structure in which these classes are provided varies minutely, providing music for all students in kindergarten through fifth grade, hour-long art classes for grades three through five. PE is provided to all students twice a week.

The district music curriculum is based on Quaver standards, in addition, the music teacher incorporates core literacy and math standards into the lessons. The teacher visits the classroom and engages students with stories and teaches musical notation, and uses age-appropriate skills for counting beats and associating fractions with values of musical notes. This year, the teacher has utilized technology to provide music lessons virtually through zoom or prerecorded lessons that the students watch in class. The music program at Coronado introduces students to various music genres, multiculturalism, and provides the community with highly-anticipated programs and performances.

In the past, one-hour art lessons have generally been provided to only third, fourth, and fifth graders due to the curriculum's level and its approach for those grade levels while supporting the general education lesson. Excitingly, students in kindergarten, first, and second grades can receive art lessons at their age-appropriate development through virtual teaching and some prerecorded lessons. Students are pleased to show their art and be expressive through various painting techniques, clay and pottery, and other hands-on skills. All students are afforded an opportunity to be exposed to the various genres of art and complete artist studies. Students can create their art pieces, knowing the end goal is an art show.

The librarian, technology lab, and bilingual teachers collaborate to support classroom teachers by working on essential skills addressed in the classroom. Students can read books through a computer-based program called MyOn, work on language acquisition through a computer-based program called Imagine Learning, or work on Istation skills. These collaborative efforts increase fluency, comprehension, and vocabulary exposure. Here, students are guided to choose age and Lexile level appropriate books to build on the skills and help support the gap closure. A virtual library is also available to students for students to check out books and magazines or to listen to a recorded story.

Physical Education allows the student to move and participate indoors or outdoors. The teacher crosses curricular areas such as math and science. Academic vocabulary in both areas is a tremendous part of the lesson and supports essential skills. Lessons are also provided to students virtually.

In its entirety, Coronado Elementary works together to support student achievement, promote mastery, and step into the realm of virtual teaching in all curricular areas.

**3. Academic Supports:**

Students below grade level are identified by using data gathered from formal, short-cycle, progress monitoring, and benchmark assessments. Based on the data, these students are provided targeted

Tier 2 interventions in small groups or individualized settings with the teacher to reinforce skill gaps. Tier 2 interventions are discussed during weekly grade level common planning time (CPT). If the interventions utilized in a small group are effective and students maintain the skill(s), they can move on to whole group Tier 1 instruction. If interventions are not sufficient, the teacher will refer the student to a Student Assistance Team (SAT). The SAT team will assist with various strategies that are documented for six weeks. After exhaustive interventions, SAT refers students to further testing. Tier 2 students are provided an extra 30 minutes twice a week of virtual afterschool tutoring. Students that show to be more than one year behind are asked to join the teacher in person after school to meet those needs. Technology-based programs are provided to provide support. Due to the COVID restrictions, teachers provided virtual small group instruction through Zoom.

Students above grade level can be tested for the Discovery gifted and talented program where they are given topics of interest and STEM projects that enhance their performance. Otherwise, students that are excelling are also offered leveled readers above grade level, and teachers increase instructional rigor and depth of knowledge (DOK) questions are utilized to support students thinking, moving them toward conceptual thinking, and have the option to serve as peer tutors.

Students identified as needing Tier 3 support are provided modified instruction by our resource teacher. This teacher analyses student data and diagnostic testing to be able to set unique instructional outcomes and goals that are individualized for each child. Each student's Individualized Educational Plan (IEP) varies in time spent on interventions. The teacher will pull students to the resource room or work on an inclusion basis. However, due to COVID regulations, the resource teachers work with students on Zoom or in small groups. Students with intellectual delay receive instruction in a self-contained level D classroom where the teacher utilizes the Unique program that focuses on life skills while building the skills in specific content areas.

Our English Language Learners (ELLs) are provided up to two hours of specialized ELA and Spanish instruction from the bilingual teacher to strengthen the English Language acquisition and development. This data is obtained from the ACCESS assessment is administered at the beginning of every year. Students can attend virtual Zoom sessions with the bilingual teacher depending on the learning model of choice, in-person or HOLA. ELL students also utilize the Imagine learning web-based programming to support those critical language acquisition areas.

Coronado Elementary focuses on key strategies to help students acquire academia. Across all student populations, the most significant focus is on academic vocabulary. Students and teachers discuss and create together anchor charts and corresponding notebooks for students to use. The routine becomes ingrained, and students find success. The 21st Century Afterschool program provides students additional opportunities to participate in skill-building areas such as technology coding, SEL, STEM, homework tutoring, fine arts, cooking, book writing/journalism.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

We award our students through various avenues that celebrate their achievements. When students have shown significant monthly improvement in Istation, students wear superhero capes during a parade, their picture is displayed in the hall, and a certificate is presented. Our school recognizes academic achievement through Accelerated Reader. This online program tracks reading comprehension through small quizzes taken on books students have read. Prizes are awarded to students who meet their individualized reading goals set by their teacher. It is a great motivator to bring the joy of reading to students and award them for pushing themselves to meet their reading goals.

We have yearly spelling bees for third through fifth grades, which involves community members who volunteer their time as judges. Spelling bee winners represent our school in the district-wide spelling bee, and winners are featured in the local newspaper. Various grade levels offer activities such as the fourth-grade science fair, the school-wide art fair, a celebration for the 100th Day of School, and various field trips around the city. We offer many opportunities for our students to be featured within the community. The art fair engages community judges who choose artwork to be entered into the district competition and displayed at the Center for the Arts. The winner of the overall art fair has their original art piece displayed at our local hospital.

Our staff is trained in the Capturing Kids Heart program, which prepares each teacher to provide a supportive, caring, and positive environment fostering students' learning and emotional health. Since the onset of COVID-19, our school has focused on supporting our student's mental health. We have accomplished this through SEL videos on Class Dojo and by creating and utilizing virtual classrooms that offer links supporting social-emotional help. Our music teacher offers interactive music lessons and engaging videos for the students during the closures.

The after-school program is used to engage our students by providing STEM, coding, art, culinary classes, music and dance classes and performances, drama classes, tutoring, and physical education. During the COVID-19 closures, the after-school program continued to provide STEM and art kits delivered to their students' homes.

### **2. Engaging Families and Community:**

The Coronado Staff works with families and local organizations to encourage student academic growth and success through parent focus committees, Title 1 parent/student compacts, along with various school and family activities. Coronado Elementary is visited by the FACT committee; whose purpose is to assess the school's needs. The group is comprised of culturally diverse community members.

Coronado staff invites parents and students to attend the Annual Meet and Greet. Students' attendance is encouraged through a phone call or a postcard to meet their teacher, tour the classroom and school. A school-wide Open House is held a few weeks later. The open house's goal is to inform parents about the school expectations for the year and to address parent's questions and concerns. In prior years, individual student PARCC data was shared with the parents and the current year's learning goals.

There are two parent/teacher conference days held during the school year to discuss student achievement and concerns. Literacy and math nights are held to highlight focus standards in a fun, interactive manner through hands-on games and activities. The annual father/daughter, mother/son dances are held by the Coronado staff. All grade levels will attend these events. The annual Winterfest is a fundraiser that highlights literacy-themed classroom games, crafts, and food. The National Dance Institute provides yearly academically themed growth mindset programs to fourth-grade students.

Coronado partners with local organizations to encourage student emotional and academic growth. The Masonic lodge awards the top reader in each grade level with a Kindle Fire. The Junior Service League

provides students with new shoes in the fall. Several charitable organizations provide clothes and coats to students in need. The Weekend Hunger Initiative provides food to students over the weekends. These programs provide students with the security of knowing their basic needs are being met, and they can come to school prepared to learn.

Coronado staff quickly adapted to the ever-changing demands of the pandemic. Parents had the option of two learning models, Hybrid or HOLA (Hobbs On-line academy). Teachers provided differentiated instructional Zooms, face-to-face instruction, and learning binders complete with supplemental learning material to meet student needs at home and in the classroom. Local businesses provided school supplies for the students during the pandemic. Daily meals and snacks were provided to all students. The staff held drive-by parades during the holidays for all students.

With the support of the community and parents, Coronado students can experience academic and emotional growth.

### **3. Creating Professional Culture:**

Coronado Elementary foundation is built on the Hobbs Way model; teaching, learning and caring. The administration goes out of their way to show staff they matter, creating an environment where everyone feels supported. Open door policies provide staff with comfort knowing their voices and opinions will be heard.

Teachers' safety is a top priority at Coronado. During COVID-19, teachers have relied on their administration to make them feel safe and secure. The administration never acted without teachers' input, letting them have a say in their personal lives. Nothing was spared when getting teachers safely back into the classroom. Vaccines were made available to all staff as soon as they were available. Masks, shields, randomized testing, hand sanitizer, cleaning supplies, and training pieces were provided before students could return to class through the hybrid model. Janitors have worked endless hours sanitizing and cleaning our school to ensure everyone in the building is protected.

Due to COVID-19, teachers have had to adapt to technology at a pace never seen before. Effective professional development was made available to help educators develop the knowledge and skills needed to address their students' learning challenges and facilitate improvements to increase student achievement both in-person and online. Teachers are given access to reading coaches that support all K-5 teachers, working directly with the teacher providing collaborative and one-on-one support.

Teachers have an hour a week, interruption-free, common planning time. This time is for teachers to analyze students' data in math and reading and identify struggling students and group them based on their learning levels. Teachers collaborate on effective learning strategies within their grade level team to help students underperforming and develop a proactive plan to address the needs of the specific students. Common planning helps teachers drive instruction, make intervention groups, and prepare for very targeted instruction to ensure all students can succeed.

Mentors are assigned to new teachers, providing guidance, motivation, emotional support, and role modeling. The program helps the new teachers adapt to the school culture and norms, making sure they feel comfortable and included while knowing what is expected.

Wednesday afternoons are reserved for professional learning communities (PLCs) for collaboration between all staff, including administration, to discuss school culture and mandatory issues. Staff relationships are collaborative and productive, and all staff members are held to high professional standards.

### **4. School Leadership:**

The culture of leadership at Coronado is a shared understanding that everyone has the potential to be a leader. Teacher-leaders assume such roles as grade-level leads or various committee leads, allowing them to conduct a professional learning community (PLC) and professional development for staff to build a

leadership capacity.

A safety committee was put in place to direct and respond to the health and safety guidelines involving COVID-19. They are tasked to make critical decisions regarding safety protocols for sanitation, drills, and COVID-19 safe practices. An SAT team provides teachers guidance in identifying struggling students' interventions while ensuring policies are upheld. The school's administrator considers the leadership and staff's input as a team working toward one goal-student success and safety.

The school's leadership team takes a significant part in developing and implementing a 90-day plan. They analyze longitudinal data, determine any root causes for such data and create school-wide goals for improvement and growth. These goals are reviewed every 30 and 60 days to check for progress and to adjust any critical actions that may require a different approach. These goals are shared with teachers, discussed, implemented, and reviewed in common planning times (CPT) embracing continuous classroom and systemic improvement. Within these weekly CPTs, in which the principal attends and participates regularly, teams can be observed discussing student work samples and student data and creating strategic and cyclical action plans critical in moving students forward.

As an instructional leader and educator first, the principal performs regular classroom walkthroughs and is sure to give actionable and intentional feedback to all teachers after every visit. Coaching conversations occur with teachers after walkthroughs, and the principal leverages leadership by utilizing Bambrick-Santoyo's Six Steps of Effective Feedback. Teacher reflection has been an initiative for the past two years, challenging teachers to focus on their craft and to impact their next steps of instruction to change the outcomes.

The principal has high expectations for all, follows the mission, and expects accountability from all stakeholders. She embraces a lead by example mentality and builds strong relationships through communication and shared leadership, is visible and accessible to parents and teachers, and takes part in such duties as student arrivals and dismissals and lunch and recess duties, constantly interacting with students from the beginning of the day to the end of the day. The belief that promoting a positive social and emotional interaction with students is critical and models this every day. The administrative office staff is encouraged to model the same behavior and always check on the students and their families.

## **5. Culturally Responsive Teaching and Learning:**

The Coronado staff is as diverse as their students; therefore, its diversity is our forte. Culturally, students are provided equitable instruction in their home languages with the bilingual teacher, supporting families with Spanish information. Several of our staff members are endorsed in Teaching English as a Second Language (TESOL) that are well trained, utilizing this experience to enrich and intervene as necessary. All students receive core instruction, attend specials classes, and are afforded the same level of care in attention from everyone.

Economically and in conjunction with district initiatives, all students are provided the opportunity to request and pick up a Chromebook and Wi-Fi hot spot regardless of their income. Students also receive food items for the weekend through the weekend hunger initiative. Because Coronado school is a Title I school, students qualify for free and reduced breakfast and lunch. Coronado works with area businesses to provide students with school supplies and backpacks for families in need and require one.

From an early age, students in kindergarten make a kindness quilt. This instills a strong sense of care and respect for all social groups. They learn to be fair, helpful, and giving to those in need. The mantra of 'kindness cares' continues through the grade levels. It has been evident as the students return to in-person learning, where their classmates share their experiences with having lost family members due to the COVID-19 pandemic. Teachers stop to allow the social and emotional needs of the students to take precedent and provide a caring support system.

Historically, Coronado has been a tight community of teachers that always pull together to help our students and their families. The school provides families with information for outreach programs and support groups to help with grief and counseling services, we provide teacher training to support students in crisis, and with the growing rate of suicide among our youth and training and the school nurse provides students education on health-related topics, from handwashing and science of a virus as a means of understanding COVID-19.



## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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A kindergarten HOLA teacher invited her students to her classroom one at a time to assess them in person for more conclusive data. The teacher noticed a student acting nervous about coming into the school. When asked what was bothering him, he asked his teacher, "Is the Corona going to jump on me?" We are aware that even the youngest students are being affected by the pandemic's fear; they are worried about it as much as the adults.

Since the onset of the pandemic that closed our schools, we understood COVID-19 created a two-fold problem about safety. We turned our attention not just to the physical health-related aspect of security but also the social-emotional health of our staff, students, and families. We had to get the school community to see us as willing participants in getting their students back into the school building; to prove to families and health officials that we are ready, we are safe, and we care deeply about maintaining a COVID-19 safe environment so that we could get back to outstanding teaching and subsequently great learning and great fun. What we have done became a model for other area schools gaining approval from the Department of Health (DOH).

We accomplished this task by changing many routines to reduce possible exposures, such as changing student traffic and directional flow in the hallways, staggering arrivals and dismissals, socially distancing desks, and limiting the number of students in a classroom, and creating alternate learning settings for specific grade levels; by having breakfasts and lunches in the classrooms, and providing teachers with unlimited supplies of disinfecting sprays, hand sanitizers, and masks. Teachers and students receive a COVID symptom screening electronically before starting the school day. Everyone will continue to be required to wear masks, and 25% of the staff will continue to be required to complete surveillance testing for COVID.

Throughout the different learning models since March of 2020, teachers knew they needed to connect with their students, assess their emotional health during remote learning, check on them, and know they are well. Nurturing the students' social and emotional health became primary to teaching this year; therefore, we took time to model positive relationships by implementing the "ClassDojo" communication platform. Students had a voice as they checked-in daily with their teachers. If they reported emotional stress, we were there for them, we called, we referred them to visit with our social workers to help with their reflections of the feelings throughout the remote learning by building support systems for them.

Now that students are returning to 100 percent in-person learning on March 29, 2021, we have established a baseline for student safety that will continue to be utilized from this point on. Our priority for the final nine weeks of 2021 is to love our students so they can love learning and we can get back to teaching.