

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 25820 US Highway 98
(If address is P.O. Box, also include street address.)

City Elberta State AL Zip Code+4 (9 digits total) 36530-2610

County Baldwin County

Telephone (251) 986-5888 Fax (251) 970-7330

Web site/URL https://www.bcbe.org/elberta E-mail jbreazeale@bcbe.org

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

Date _____

(Principal's Signature)

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

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

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Shannon Cauley
(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 signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	18	18	36
K	52	60	112
1	56	50	106
2	59	52	111
3	54	64	118
4	75	43	118
5	63	53	116
6	67	68	135
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	444	408	852

*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):
- 0.6 % American Indian or Alaska Native
 - 0.3 % Asian
 - 1.7 % Black or African American
 - 7.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86.5 % White
 - 3.6 % 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 2020 - 2021 school year: 28%

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

Baldwin County Public Schools had two options for the 2020-21 school year. The options were either in-person learning at Elberta Elementary school or to attend Baldwin County Virtual Elementary School. During the first quarter, the students could change their placement from August 12th through September 11th. After this time, students had the chance to return to brick and mortar or enroll in the Virtual School at the end of each quarter. This resulted in an atypical Mobility Rate.

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, 2020 until the end of the 2020-2021 school year	128
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	60
(3) Total of all transferred students [sum of rows (1) and (2)]	188
(4) Total number of students in the school as of October 1, 2020	663
(5) Total transferred students in row (3) divided by total students in row (4)	0.28
(6) Amount in row (5) multiplied by 100	28

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

Spanish

English Language Learners (ELL) in the school: 3 %
28 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 367

8. Students receiving special education services with an IEP or 504: 14 %
120 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 with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>11</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>31</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>37</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>27</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 5
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.	40
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
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 21:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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.

At Elberta Elementary School, we will create a nurturing environment of excellence where students take ownership of their learning and growth as they become a valued leader in our community. We will live this out each day by choosing to Engage, Encourage, and Empower one another and ourselves.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.bcbe.org/handbook>

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

PART III – SCHOOL OVERVIEW

The town of Elberta was founded in 1904 and currently has a population of approximately 1,723 people. Elberta is located in south Baldwin County just west of the Florida state line and approximately 20 minutes away from beautiful gulf coast beaches. This quaint, German, rural town is known for its rich farmland and hard-working families. The town's motto of *Fur Das Gute Laben*, "For the Good Life", perfectly illustrates this charming, small town where life runs at its own pace. People from all over visit Elberta twice a year for their well-known Sausage Festival sponsored by the local Volunteer Fire Department. While the town proper covers 6.9 square miles, Elberta Elementary serves approximately 122 square miles including multiple small communities. The area consists of very few businesses making this one of the few uncommercialized areas left in Baldwin County.

The area has seen much growth throughout the years. Elberta Elementary originated as a Pre-K - 3rd grade school. In 2017, Elberta High School opened, establishing an independent feeder pattern. Elberta Elementary expanded to accommodate students in pre-K-6th grade. With this expansion, an additional wing including 14 new classrooms, a band room, and library was built, increasing enrollment from 350 students to approximately 750.

Elberta Elementary faced many challenges impacting our perspective and vision for educating the whole child, connecting with stakeholders, while investing and supporting our own staff's professional and personal needs. Our families endured two major hurricanes in the year of school closure. The resulting destruction caused some students and staff to lose their homes and belongings. Our school persevered through challenges of educating children who had not been in school during Covid, those who attended Virtual School, as well as transient issues that surface when people are displaced. As a result, our staff not only faced academic challenges, but social-emotional complications exacerbated by school closures.

In March of 2020, when schools closed due to COVID, we had everything in place to provide continuous learning for our students virtually. Elberta Elementary students were already part of the one-to-one Chromebook initiative and familiar with navigating online tools and curriculum. Our school system provided an online curriculum, Freckle, for our students and teachers to use in the last quarter of the 2019-2020 school year. Teachers had a set schedule for K-2nd grades and a different schedule for 3-6th grades for continuity among age groups. Teachers started each school day with Morning Meetings to continue the classroom culture and community established through in-person learning. Classroom teachers provided small group and whole group lessons and were available during school hours to assist students with any misconceptions they may have. Library, Art, Music, and PE posted online lessons for students to complete and stay engaged with their school family.

In the Fall of 2020, our school opened the year face to face with an option of virtual learning through a separate virtual school. However, our teachers shifted to more of an on-line platform, Google Classroom, to organize and unify all content in preparation if asked to go to virtual-only instruction. This shift also affected our assessment delivery. We used several online assessment resources to not only support virtual practices but also to prepare our students for our state summative assessment, Alabama Comprehensive Assessment Program (ACAP). Another challenge our teachers faced was gaps created by students missing quality, face to face instruction. Lesson plans were adjusted as well as differentiation to fill in these missing academic components.

With additional hardships faced by our students, staff, and community, we continue to challenge our students and staff to Engage, Encourage, and Empower. Elberta Elementary is a Leader in Me school. Through this student-centered initiative, students and staff embrace the 7 Habits of Highly Effective People as they recognize the importance of leading their own learning.

Not only have we focused on the social-emotional development of our students, we created a strategic plan to address academic needs. Our Leadership Team casts a vision and plan around the investment in staff to grow professionally in order to advance students academically. We design Professional Learning Teams in order to evolve and respond to the needs of our students over time. We have led the way in providing

cutting-edge, research based strategies and curriculum that strengthen critical foundational concepts. Our school was chosen as one of five power schools to pilot a partnership with Ongoing Assessment Project (OGAP) and Leader in Me. Elberta Elementary utilizes the talents of our Reading and STEM coaches to support teachers as they navigate new learning and enrich their teaching practice. There are currently six Part Time Instructors (PTIs) who deliver research based Tier Three interventions to remediate and accelerate students' mastery of standards.

Students, staff and families at Elberta Elementary display incredible resilience and perseverance. This has been a driving force behind our academic and social-emotional growth and success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

Elberta Elementary's instructional philosophy centers around student engagement that focuses on intentional planning and a three tiered approach to instruction. The EES staff utilizes formative and summative assessments to inform teachers and students about their progress towards Alabama's College and Career Readiness Standards. As a Title 1 school, we expect our teachers and students to rise above circumstances out of our circle of control and create an atmosphere of high expectations and rigor that excel our students' learning and educational foundation.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Elberta Elementary has purposefully created a dynamic English Language Arts plan based on professional development, coaching cycles and assessment data. This plan has centered around explicit phonemic awareness, phonics, vocabulary, fluency and comprehension. We focus on the structure and management of our ELA block to include whole group mini-lessons, small group instruction, independent reading, and differentiated, collaborative activities. This has been a process of learning for our teachers as we have gone deeper in the understanding of the Science of Reading and tiered instruction. Elberta Elementary analyzes data formally three times a year in order to set goals and develop next steps. Daily, formative assessment guides grade level team planning in response to student needs.

Stepping into our ELA classrooms, you will find students talking, writing, investigating, reading and listening throughout the reading block. Teachers have been trained in multi-sensory strategies and are facilitators who explicitly model, guide, question and give feedback. We utilize Heggerty and Phonics First curriculum as tools to strengthen foundational skills in the lower grades that will, in turn, allow students to execute the critical thinking necessary for deep comprehension in the upper grades. The volume of reading and its impact on reading stamina is crucial in order to expand vocabulary, background knowledge and sharpen comprehension skills. Teachers plan for multiple opportunities to read across the school curriculum and school day. Students track their progress in order to be the leaders of their own learning. When students struggle with dyslexic tendencies, they receive SPIRE (Specialized Program Individualizing Reading Excellence) intervention, a highly respected curriculum based on the Orton-Gillingham approach. We believe writing is an equal partner to reading. Our teachers purposefully plan for daily writing opportunities as well as more formal, published pieces of writing. Our overall philosophy for reading and writing has guided our professional development and tailored coaching cycles, yielding positive results for our students.

1c. Mathematics curriculum content, instruction, and assessment:

EES has intentionally designed a strategic plan for professional mathematics development over the last three years. The learning objective for this plan has been to deepen our professional knowledge of building foundational number sense while moving our students mathematically from conceptual to abstract for mastery. We partnered with Alabama Math, Science, and Technology Initiative (AMSTI) in professional development and coaching cycles. We began with a deep dive in the study of the 8 Standards for Mathematical Practice and a book study of Teaching Student Centered Mathematics in our Professional Learning Teams (PLTs). This study led to implementation of Counting Collections (formative assessment) and Math Routines with a focus on number sense. We gained valuable insight from these formative assessments. However, we recognized the need for data that went beyond counting concepts and differentiated next steps. This led us to our implementation of AMCAnywhere Math (Assessing Math Concepts). AMCAnywhere is an evaluative and prescriptive program that offers continuous formative assessments that give the teacher invaluable knowledge of where the student is in their math progression. Through our Math PLT's and coaching cycles, we analyzed data, crafted lesson plans, and designed

individual practice opportunities that correlate with individual student needs.

This year we have adopted a new Math curriculum, Envision Math, that compliments our strategic plan for strengthening our student's mathematical knowledge and their mastery of concepts and practices. Envision Math uses problem-based learning, manipulatives, and visual tools to support moving students from conceptual learning to abstract. This new math curriculum is rooted in the 5 E Model of Instruction which includes the five instructional phases: Engage, Explore, Explain, Elaborate, and Evaluate which places the students at the center of their learning. Our teachers are further supported by the explicit integration of the Standards for Mathematical Practice and the Effective Teaching Practices in each lesson.

Elberta Elementary has been chosen as one of 5 Power Schools in Baldwin County to participate in the Leader In Me-OGAP action research initiative. This research project supports our strategic plan of professionally developing our teachers in their acceleration of their additive and multiplicative knowledge by studying, understanding, and applying these frameworks. In addition, with this honor, we are using the Leader In Me 4DX Model in conjunction with intentionally chosen complex math tasks from the OGAP Multiplicative Framework to track student growth. As a result of strategic planning, we have seen growth in not only our teachers' professional practice but in our students' mathematical knowledge as well.

1d. Science curriculum content, instruction, and assessment:

Elberta Elementary understands the critical nature of real world, hands-on, inquiry based lessons based on the Next Generation Science Standards. Through our partnership with AMSTI and our Stemsscopes curriculum, teachers provide rich, engaging lessons for our students as they deepen their science understanding. Through AMSTI and Stemscope Kits, students see themselves as scientists as they build, explore, invent, and problem solve as they are actively engaged in their own learning. Teachers facilitate through the 5 E approach to ensure learning is student-centered and inquiry drives the critical thinking process. In addition to our Science curriculum, Envision Math, integrates STEM content in each Math topic which promotes collaboration as well as real world application using the Engineering Design Process: Ask, Imagine, Plan, Create, and Improve.

Not only do we provide rich lessons and curriculum, our students are able to learn through off-campus experiences that provide schema and real-life interactions. Our students explore Life Science by visiting Sea Sand and Stars, Alligator Alley, local zoos, dolphin cruise, and Gulf World. Physical Science and Earth Science have been experienced through Space Camp, WonderWorks, and the Exploreum.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Social Studies standards are approached in the same manner as our Science standards. Students have numerous experiences to connect with historical, civic, community, and global standards. We strive to support our students as they are becoming productive citizens in their community. Guest speakers such as dentists, civil servants (fireman, policemen, mayor, etc.), and our local veterans provide real life examples and knowledge for our students to better understand their roles in our communities. Our students also visit our state capitol and various historic sites to gain a first person perspective as they are learning our social studies standards. Teachers use varied text such as Scholastic News and Studies Weekly to help our students deepen their content knowledge.

1f. For secondary schools:

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

In our PreK classrooms, it is important to create a strong foundation for our students centered around the social-emotional needs, executive functioning skills, and developmental play that are necessary to prepare students for Kindergarten. Teachers intentionally design their lessons, routines, and structures around to meet the Teaching Strategies GOLD objectives and the Alabama Standards for Early Learning and

Development framework. EES strives to build a nurturing environment and foundation through interactive play, student led centers, student choice, small group/individual instruction, Baby Doll Circle Time, and Conscious Discipline.

Families are expected to earn 12 participation hours each school year of family engagement time such as attending enrichment meetings, family orientation, take home activities, and volunteering in the classroom. Teachers and parents are required to meet twice a year to discuss student progress.

2. Other Curriculum Areas:

Elberta Elementary aspires to enhance all students' academic, physical, social-emotional, and creative needs. EES offers art, music, counseling, and library services once a week for all grade levels as well as physical education daily. We use these opportunities to develop, strengthen, and highlight our students' various gifts and talents.

Physical Education is a priority at EES. EES aims to build our students' foundational understanding of a healthy, physical lifestyle. While our state minimum requirement is only 30 minutes of physical education, our students receive 45 minutes of organized physical education class facilitated by our three PE coaches every day. Our coaches follow the 2019 Alabama Course of Study. In the younger K-2 grades, students focus on locomotor, non locomotor, and game play without competition. Grades 3-6 work on fundamental motor skills and are introduced to specialized sports skills and modified games. Twice a year, our students participate in the Physical Fitness Assessment. If students achieve the Presidential Award, they are rewarded with a Field Trip to Gulf Shores, Alabama to watch the NCAA Beach Volleyball Tournament. One of the highlights of the year for our students is Field Day, which entails organized team games and relays. One of our major fundraisers for the year, Boosterthon, promotes physical activity and exercise as students raise money for the improvement of our school. EES also holds Jump Rope for Heart in the month of February to raise awareness for the American Heart Association.

Our Media Specialist delivers 45 minutes of instruction for all K-6 students once a week. The National School Library standards are the framework for the content covered. Students learn various library skills, such as how the library is organized, genre studies, guidelines for selecting books, etc. Our Media Specialist works hard to instill a love for reading through read-alouds, studies of local authors, holiday themed lessons, and two book fairs throughout the year..

Our Counselor and Social Worker both visit classrooms for a 45 minute session twice a month to deliver lessons while building relationships with students. Students have sessions using the PATH curriculum and Lauren's Kids. Our counseling team also uses the American School Counselor Administration (ASCA) standards to ensure that all content is covered to support student achievement, attendance, and discipline. Our EES students know that the counseling department has an open-door policy for students, parents, and staff. They also provide individual and small group services to address students' emotional, physical, and developmental needs.

Our Art and Music programs follow the 2017 COS for Arts Education. We offer a 6th grade Beginning Band Class and Choir for our 5th and 6th grade students. These musical enrichments perform at our Family Engagement Nights throughout the school year, Winter and Spring Concerts, and community outreach events. Our arts program supports our local community and holds our local veterans in high esteem. The art classes created decorative holiday bags for our Veterans and collaborated to create a patriotic flag for Veteran's Day. All of these components provide EES students with a well-rounded Fine Arts experience.

3. Academic Supports

3a. Students performing below grade level:

Elberta Elementary staff collaborates to ensure we meet the needs of all of our learners. We tailor our instruction utilizing a tiered system of support based on formative and summative data. We use STAR Early Literacy, STAR Reading, STAR Math, AMCAnywhere, ACAP, and NSGRA as our summative tools to

collect baseline data and set goals. Our staff has three main data checkpoints to analyze and disaggregate these baseline data points to create and adjust academic plans based on student needs.

All students receive Tier 1 instruction. However, based on our beginning of the year summative data, students who fall below 40% NPR in reading and/or math receive a Student Improvement Plan (Student Reading Improvement Plan and/or Student Math Improvement Plan). Students who have behaviors that could possibly impede their learning progress could potentially acquire a Student Behavior Improvement Plan (SBIP). Tiered 2 instruction is provided for those whose NPR is between 26-40%. Our General Education teachers provide this tiered instruction using EDGE, West Virginia Phonics, Heggerty, Bridge the Gap, and Envision Intervention. Teams meet monthly to discuss students' progress and next steps of intervention.

For students scoring an NPR of 25% or below, students will be placed in a Tiered 3 instructional group. An SRIP or SMIP will be developed according to the students' needs. Part-time Instructors (PTI) deliver this 30 minute intervention lesson four times weekly using research based programs such as, SPIRE, Leveled Literacy Intervention (LLI), Bridges, and AMCAnywhere. Problem Solving Teams meet monthly to reflect on student progress and adjust plans accordingly. Finally, we use benchmark data from STAR and summative ACAP data to determine eligible students for after-school literacy tutoring and summer literacy camp in accordance with the Alabama Literacy Act.

3b. Students performing above grade level:

Specialized instruction is provided weekly by the gifted and talented teacher for students in grades three through six. Our gifted teacher has provided professional development to our staff, "Challenging Your Higher Students", on instructional strategies to challenge students during tiered instruction. Through extensions and enrichments using differentiated centers, projects, book clubs, independent/collaborative studies, our students are provided multiple opportunities to go beyond the minimum performance expectations.

3c. Special education:

Elberta Elementary provides high quality instruction to those students who have an Individualized Education Plan (IEP) in their least restrictive environment. Students are served by their general education teacher, case manager, paraprofessionals, and any additional services they may require such as Speech, Occupational Therapy, and Physical Therapy. Students may receive instruction in any combination of inclusion or resource settings. Our special education teachers and administrative staff have been trained in behavior management and crisis de-escalation as well as differentiation strategies for Math and Reading instruction.

3d. English Language Learners, if a special program or intervention is offered:

The ESL program in Baldwin County offers a combination of self-contained services, inclusion services, and pull-out services for all limited-English proficient students. In addition, support services are provided to all classroom teachers. Students are placed in the ESL program based upon their performance on an English language proficiency test of listening, speaking, reading, and writing, upon their academic achievement and other formal and informal measures. Depending upon the grade level and ability level of the individual students, ESL services are provided to meet specific needs. A combination of strategies is used to teach English: whole language, phonics, oral language skills, cooperative learning, and integrated reading. Emphasis is placed upon the development of the four communication skills: listening, speaking, reading and writing.

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

At Elberta Elementary, we partner with our full-time Social Worker and Counselor to ensure that any and all homeless students' needs are met both social-emotionally and academically. These staff members work closely with community organizations such as AltaPoint, Department of Human Resources (DHR), and local churches to offer wrap-around services. Through the US Department of Agriculture waiver, EES has been

able to provide free breakfast and lunch to all students for the 2021-22 school year. EES provides a food service through a weekly backpack program led by our Counseling Department in which our student Peer Helpers create the bags of food and deliver to classrooms. Our school also provides school supplies, uniforms, and toiletry items for any student in need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Elberta Elementary we value student engagement and find creative ways to help promote well-rounded students who love to come to school! Our staff Leadership Team and Lighthouse Team purposely plan various activities and events throughout the year in order to simply have fun with our students. We celebrate National Holidays such as Picnic Day, Pizza Day, and Dance Day, etc. Monthly out-of-uniform days were planned such as: Tacky Tourist, Super Hero Day, Team Spirit, and many more. EES believes in creating experiences for those students who might not otherwise have the opportunity to explore their community both on and off our campus such as: Bowling Day, Fall Fun Day, KONA Ice, incentive field trips to the park, and visits to ice cream parlors. We also provide special interactive experiences including Animal Tales, the STEM Mess Hall and local artists.

EES is a Leader In Me (LIM) school, where we invest not only in academics, but also the social-emotional development of a child. As a school, each classroom begins the day with a morning meeting including: watching the school-wide morning message delivered by our Student Broadcast Team, a direct lesson of one of the 7 Habits, and a student/teacher share-time to build classroom community and relationships. During this time, students discuss and reflect on personal, class, and school-wide Wildly Important Goals (WIG). Students develop a Leadership Notebook to set goals and track the progress of About Me, WIGS, My Learning, My Leadership, and Warrior Wins. Students celebrate their Leadership Notebooks through student-led parent conferences on Warrior Day. Each month, teachers choose a Leader of the Month who exemplifies the 7 Habits. These leaders have their pictures prominently displayed in the atrium of our school. Every quarter, EES facilitates Day where students select clubs to attend based on their interests.

Students have a voice and a choice in their leadership roles at EES, school-wide as well as in the classroom. School-wide Leadership roles include, but are not limited to, Warrior Ambassadors, Student Lighthouse Team, Peer Helpers, Teacher Helpers, Communication Crew, and Broadcast Team. Classroom Leadership systems vary on how students choose their Leadership role such as: line leader, electrician, tech support, janitor, office helper, and messenger.

2. Engaging Families and Community:

Elberta Elementary recognizes that a healthy relationship with our community and all stakeholders is vital to our success. We depend on their feedback and input as we partner to make decisions best for our students and our school. We have a very supportive and productive parent organization called the Warrior Partnership as well as a Parental Advisory Committee. Our Warrior Partnership works to support teachers and students through various projects such as school fundraisers and events as well as monthly treat carts for teachers.

Our Student Lighthouse Team plans and implements Warrior Impact Day several times a year. The purpose is to provide opportunities for students to serve their community through service projects. The Student Lighthouse Team brainstorms to decide on which projects to promote and are responsible for seeing it through to its fruition. These projects include Smile Boxes for childhood cancer patients, Kindness Kits for local community heroes including law enforcement, firefighters, doctors and nurses and delivered care packages for local nursing home residents.

EES hosts a multitude of family and community events. Some of our most popular include Grands Day, Open House, Fall Family Night, Deck the Halls, STEM Family Night, Daddy/Daughter Dance, Mommy/Son Rodeo, Social Media Parent Workshop. These events foster a strong family/school relationship as well as serve as a nexus between families, school and the greater community as a whole with Elberta Elementary as its hub.

The Perdido Bay Optimist Club members volunteer to read to students in the lower grades in addition to serving as mentors to at-risk boys. Local community volunteers also work with at-risk girls in grades 3-6 in

the Wonder Girls group where the girls learn life skills and etiquette to prepare them for the future.

Students from Elberta High School participating in Future Teachers Club, Peer Helpers and Future Farmers of America provide enrichment opportunities periodically throughout the year at school events. In particular, Future Teachers work with students in small groups to enhance their learning.

3. Creating Professional Culture:

EES strives to create an atmosphere where all staff are valued, appreciated, and supported. This begins with relationships as well as creating positive experiences for our staff. Leadership creates monthly off campus staff gatherings and team building activities. Leadership celebrates a weekly staff member (Staff Spotlight) along with a team (Lunch On Us) to highlight individual and team accomplishments. At the end of each school year, End of Year conferences are held with each staff member and Administration to reflect, celebrate, and gain input as we look to the next school year. EES supports new staff members through the New Teacher Mentor Program in which they are assigned a mentor. New staff members attend New Teacher Orientation and meet regularly with their mentor and Administration throughout the year.

Not only do we support our staff's social-emotional growth, but also recognize the importance of investing in our staff professionally and academically as we adapt to the changing climate of education. Our academic plan has always been narrowed in focus on one core subject area based on student data, classroom observations, teacher reflection and input, and district initiatives. Each academic plan builds, allowing for a deeper, multi-year study into the content rather than a wider approach. Initially, we began with a focus on literacy through book studies, guided reading coaching days, Phonic First training, and curriculum mapping. The past couple of years, we have centered on mathematical practices and standards. Our AMSTI partnership guided our PLT content, while our STEM coach provides onsite support. Most professional development along with PLTs are job-embedded to support our teachers' time and learning. As a follow-up, our literacy and STEM coaches provide on-site support to teachers in classrooms with hopes of significant transfer of new learning to practice and build capacity within the building. As a result, our school has grown from performing at a "D" rating on the Alabama State Department of Education Report Card to its current status of an "A" rating.

As a Title I school, developing and nurturing the whole child is of significant importance. Preparing and educating our staff on modeling and teaching resilience, empathy, and hope while understanding our students' unique needs and preparing them to function as productive citizens in our society is a priority. By utilizing our Leader in Me resources, LIM Coach, and professional opportunities, we have gained a better understanding of our role in this process.

4. School Leadership:

Elberta Elementary's leadership philosophy values trust, transparency, and teamwork. Our staff has two collaborative teams with distinct leadership roles. One team leads the academic vision (Leadership Team), while the other team supports the social-emotional growth for students, staff, and families (Lighthouse Team). These two teams share our vision for our school, knowing that The Work is Hard but the Kids are Worth It. Administration empowers these two collaborative teams to dream and plan our mission while leading, investing, and encouraging their department or grade level teams.

Our Leadership Team consists of administration, grade level representatives, a counselor, special education, instructional coaches and a parent representative. The summer prior to each school year, the Leadership Team convenes to cast vision, set goals, and create a yearly map and calendar of school events. During the school year, monthly meetings are held that consist of reflection, fiscal matters, classroom resource needs, professional development ideas, and shared planning of upcoming events. These leaders then go back to their teams to gather input and relay decisions made by the Leadership team.

LIM Lighthouse Team is led by two staff co-coordinators and supported by administration and vertical lead teachers. In tandem with the Leadership Team, the Lighthouse Team meets in the summer as well as monthly to ensure EES's climate and culture, academic, and leadership align with the school's vision and

mission. The Lighthouse Team ensures the Leader in Me philosophy is embedded in all components of our school's day in and day out operating systems. This team also plans and leads monthly Action Team meetings.

Leadership has systems in place to communicate with all stakeholders. A Staff Sunday email is sent to proactively inform all staff on the week's focus points, reflective moments, and encouragement. A Weekly Remind is emailed and posted on our Social Media on Fridays to all parents and guardians to disseminate the upcoming week's school events and other important information parents need to know to support their child. Our school utilizes our digital marquee, FaceBook, email, website, and Remind texts to provide multiple platforms, keeping lines of communication open between all stakeholders. Our Warrior Partnership and Parent Advisory Committee are vital components to support the alignment of communication and collaboration among all stakeholders. Warrior Partnership meets monthly to collaborate and plan special events for our students and staff while providing parent feedback to Administration regarding school related topics. Administration meets with the Parent Advisory Committee quarterly to gather input and feedback on school decisions and activities.

5. Culturally Responsive Teaching and Learning:

Elberta Elementary believes in equity while honoring student choice and voice among our population. EES is a Leader in Me school seeking to advance the philosophy of the 7 Habits of Highly Effective people and recognizes everyone has a genius. Through leadership roles, direct lessons, and morning meetings, students develop cultural awareness and a mindset of inclusivity and respect.

EES staff engaged in extensive professional training to build awareness of children's experiences that adversely affect learning. ACEs (Adverse Childhood Experiences) can affect student learning in a myriad of ways to include attendance, behavior, and academic failure. Our staff have been trained on what ACEs are, how they affect student learning, and what we can do. As a follow up, staff members facilitated a Professional Learning Community book study of Emotional Poverty. These trainings have inspired our staff to reflect and examine their own implicit biases as they are creating and implementing individualized plans with a holistic view of the child in mind.

Our Counselor and Social Worker partner with staff and parents to deliver weekly guidance curriculum regarding digital citizenship, anti-bullying, and character building lessons. This team continuously works with service agencies to meet the physical and mental health needs of at-risk students. Counseling team has an open door policy to work with students individually and through small group sessions. Our Counselor and Social Worker have worked with Care House and KNB Communications to expose our students to cyber-safety, bullying, and other social media dangers that could possibly have a detrimental impact on their education and development.

Our school has been greatly impacted by hurricanes in the last year. Teachers and students were displaced and in many situations experienced catastrophic loss. These life events became EES's catalyst for teaching and modeling resilience and hope to our students and community.

Through service projects, Kindness week, Red Ribbon Week, and other civic awareness events, EES students have expanded their repertoire of empathy, diversity, and ways to serve and influence their peers and community.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Elberta Elementary's greatest strength is innovativeness. EES adapts modes of instruction, curricula tools, assessment practices, and responses to socio-emotional needs to support and accelerate student growth and achievement. In response to learning gaps exacerbated by COVID and multiple hurricanes causing extended closures, our staff altered our tiered instructional model. Fall STAR data collected after school closures indicated an abnormal number of students requiring tier two instruction. Elberta Elementary devised a plan to provide tier two instruction whole-group temporarily until progress monitoring revealed gap closure. By winter benchmark, we saw significant growth in achievement data and adapted instruction on a more individualized basis.

As an innovative school, our decisions are based upon data, staff needs and input. Our staff recognized the need for a sharp acumen of cuttingedge Mathematical practices and conceptualized learning. As a trailblazer in the school system, EES led the way in growing as mathematicians. Our school partnered with AMSTI to enhance our mathematical prowess through training, book studies, PLT's, and coaching cycles. This professional learning impacted our students' and teachers' math abilities and confidence exponentially. As teachers shared in the ownership of innovation, they recognized a need for more hands-on, inquiry-based science exploration opportunities. EES teachers chose AMSTI summer professional development to hone their craft and deliver rich learning experiences. Supporting learning and implementation for our staff and students, EES is one of two Title 1 schools in our district to utilize resources to prioritize and support Science and Math by creating a STEM Coach position. This decision bolstered teacher competence, risk-taking, and transfer to practice leading to an increase in student achievement and confidence.

Finally, we have been innovative in our quest to close gaps and accelerate learning. EES was the first school in our district to purchase, train, and implement Phonics First. K-3rd grade teachers analyzed data and recognized a desperate need for phonics curriculum that supported the foundations of reading. Simultaneously, teachers observed a chasm in students' numeracy knowledge that could only be fortified in the primary grades. After research and teacher input, EES, once again the only school in the district, adopted AMCAnywhere. Through systematic observations and assessments, it provides and prescribes hands-on activities to create solid mathematical number sense for our K-3rd grade learners. Our innovations are grounded in our belief in rigor, relevance, and relationships, and EES is the place where it all starts.