

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 460 Arena Road
(If address is P.O. Box, also include street address.)

City Perry State GA Zip Code+4 (9 digits total) 31069-9212

County Houston County

Telephone (478) 988-6273 Fax (478) 988-6346

Web site/URL https://kces.hcbe.net/ E-mail william.ray@hcbe.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* Dr. Mark Scott E-mail mark.scott@hcbe.net
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Houston County School District Tel. (478) 988-6200

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. Fred Wilson
(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):
- 24 Elementary schools (includes K-8)
 - 8 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 37 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	21	23	44
K	60	40	100
1	46	48	94
2	44	46	90
3	42	44	86
4	44	53	97
5	37	46	83
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	294	300	594

*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):
- 0.17 % American Indian or Alaska Native
 - 0.17 % Asian
 - 11.95 % Black or African American
 - 5.05 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 77.78 % White
 - 4.88 % 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: 10%

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.

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	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	57
(4) Total number of students in the school as of October 1, 2020	554
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Spanish

English Language Learners (ELL) in the school: 0 %

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 30 %

Total number students who qualify: 180

8. Students receiving special education services with an IEP or 504: 16 %
94 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>17</u> Autism | <u>33</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>14</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>44</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>7</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: 8
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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	32
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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	94%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

Kings Chapel Elementary School's Mission is to equip all students to achieve their highest levels of learning. Our Vision is that Kings Chapel Elementary will be a premier school.

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

<https://kces.hcbe.net/>

The Houston County School District does not discriminate on the basis of race, color, religion, national origin, genetics, disability, or sex in its employment practices, student programs and dealings with the public. It is the policy of the Board of Education to comply fully with the requirements of Title IX, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act and all accompanying regulations.

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

Kings Chapel Elementary has often been called “the best kept secret” in Houston County. There are a number of reasons it may have earned such a distinction. Kings Chapel is not one of the newer, more architecturally flashy of the nearly forty school buildings in the county. It is of a simpler design, built in a much simpler time. Kings Chapel was built in 1964 and many new schools have been added to our district’s roster since then. It sits in, perhaps, the most rural part of Houston County. Situated in the county’s southeast corner, Kings Chapel is removed from the most populated areas of Warner Robins, Centerville, Kathleen, Bonaire, or Perry. While it is listed as one of the Perry-area schools, it is a sparsely populated area surrounded by cow pastures and cotton fields.

The best part about the secret of Kings Chapel has been its people. Parents and other community members have always remarked about the quality of the staff at our school and its long reputation for having quality teachers. Many long-standing community members were impacted by the teachers at Kings Chapel and frequently share their fondness for the school with others. Many Kings Chapel teachers have gone on to serve as school-level and district leaders, sharing the impact the school had on their educational journey.

The Kings Chapel Elementary community is changing and growing. Farms are giving way to neighborhoods and many are now filling with houses. The Perry community is experiencing unprecedented growth as families relocate here for the chance to be a part of this small but strong and thriving community. More business and industry opportunities are now available in our area. Located just down the road from the school, Frito-Lay, Purdue Farms, and Cemex are expanding and adding new job opportunities for local residents. A big contributor to that growth is the appeal of area schools such as Kings Chapel and the promise of small town community values matched with the possibility of a world-class education for children.

Kings Chapel currently serves approximately 600 students in grades pre-Kindergarten through 5th. When the area was filled with farming families, the students was about racially balanced, and the median family income was low. Now, families in the community are predominately white and have higher income levels. Diversity still exists in our school as it does throughout Houston County thanks to Robins Air Force Base. Many of our families are connected to the military base in some fashion. Whether it be active duty, base employment, or military contract work, a large number of our students come from families of different backgrounds, ethnicities, and experiences commonly found in military communities. Several of our staff are also connected to the Robins Air Force Base. Kings Chapel has a number of teachers and other staff members with spouses working on base or on active duty. These teachers often move on after a few years when their spouses receive a transfer but their quality of teaching and care for children is unmatched.

One key to our success at Kings Chapel is teachers working closely together in collaborative teams focused on student learning. In the last seven years, school leadership has espoused and teachers have adopted the practices of Professional Learning Communities. We embarked on a journey towards accountability for our work. We utilized Learning by Doing by Richard and Rebecca Dufour to organize the work of our grade level teams around the Professional Learning Communities model. The result is strong teams of teachers who no longer work in isolation but frequently collaborate to identify and unpack priority standards, create common formative assessments, and utilize targeted interventions based on student data.

We know that school culture and climate directly impacts student achievement. This impact pushed Kings Chapel to establish itself as a leader in our district with the Positive Behavior Interventions and Supports (PBIS) program. Another key factor in our school’s academic success is our use of this evidence-based program to establish a system of supports for our students. The PBIS framework works at our school to prevent unwanted behaviors and help students develop the skills they need to take full advantage of our school’s instructional activities. Kings Chapel Elementary established itself as an early adopter of the program, becoming one of only a few schools to earn the distinction of Emerging through the Georgia Department of Education levels of recognition. Consequently, our student discipline referrals remain low, and Kings Chapel received a state School Climate Rating of 5 stars two years in a row.

The people, practices, and programs of Kings Chapel work together to make our school a place where students of all backgrounds and ability levels are academically successful. Our community is supportive, our staff is dedicated, and our students are eager to learn. For these reasons, Kings Chapel Elementary cannot forever be known as “The Best Kept Secret” in Houston County. Recent growth in our community is a result of our success, letting us know that the secret must be out!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

The Georgia Department of Education provides a standards-based classroom instructional framework through their Department of School & District Effectiveness. This instructional framework serves as a guide for how we approach teaching and at Kings Chapel Elementary School. The instructional framework utilized at Kings Chapel Elementary consists of three main components: the opening, the work session, and the closing. Each of the components is integral to the success of teaching and learning within all of the content areas.

The opening of a lesson provides the teacher with the opportunity to introduce the standard or learning target, engage the student in the topic, provide explicit instruction aligned to the content standard, model problem-solving and comprehension strategies, and ask questions utilizing Bloom's Taxonomy. Students are actively involved during the opening through participating in discussions, asking questions, and accessing their prior knowledge about the content. The opening is approximately 20% of the lesson framework.

During the work session component of the instructional framework, the teacher facilitates independent and small group work, scaffolds learning, differentiates tasks, monitors student progress, and gathers data. In addition, the teacher may also provide small group instruction and conference with students about their work. Students are engaged in learning both independently and collaboratively. Students work to demonstrate proficiency on content standards, conference with the teacher, and receive feedback about their work. The work session is the largest portion and is approximately 60% of the framework.

The closing of the instructional framework is a time for the teacher to clarify misconceptions in student learning and to summarize and celebrate progress toward mastery of the learning target or standard. Based upon data gathered during the components of the framework, the teacher will identify next steps instructionally. During the closing, students will reflect and summarize their progress toward the learning target or standard and share their work with their peers. The closing is approximately 20% of the instructional framework. Through the use of the instructional framework, teachers and students have a predictable structure for the teaching and learning that happens daily at Kings Chapel Elementary School.

In addition to the use of instructional frameworks, Professional Learning Communities (PLC) also guide instruction and form a sustained, schoolwide approach to enhancing student achievement. For the last four years, PLC work has served to improve student achievement through the identification of priority standards, the creation of common formative assessments, and the weekly grade level meetings. Across all grade levels, teachers have worked to determine the priority standards for all content areas and to create common formative assessments to address the priority standards. Teachers have used these assessments to help address what happens when students know the standard and what happens when they do not.

After a common formative assessment has been given, grade level teams meet to discuss student work. Once their analysis of the student work is complete, the grade level team will create flexible groups based upon the formative assessment data. Teachers enrich or reteach the content by addressing specific student deficiencies on the standard. Through the use of flexible groups, grade level teams are able to address those student needs more specifically, and this approach has helped to create a targeted approach to teaching and learning.

The use of instructional frameworks and PLCs continued through the pandemic and served to unify Kings Chapel Elementary in a time of educational uncertainty. As a district, schools went to online learning for the last three months of the 2020 school year and in-person instruction resumed at Kings Chapel in August of 2021. Although our district has been in-person for the last two years, changes were implemented to ensure consistent instruction across the district. Google Classroom and i-Ready became a key part of instruction

utilized both in school and at home. These resources enabled teachers to connect with students and families whether students were at school or at home. In addition, the district created Houston Virtual Academy to address the needs of students that were unable to attend school due to health concerns. This academy continues to serve students in the district, and, currently, one student from Kings Chapel attends Houston Virtual Academy. Additionally, one-to-one technology has been implemented within the district for the 2021-2022 school year. Pre-K students and kindergarten students have an i-Pad issued to them for use at school. First and second grade students have Chromebooks issued to them for use at school, and third, fourth, and fifth grade students have Chromebooks issued to them for use at school and use at home. The implementation of one-to-one technology has served to unify the school and equip all students with technology.

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

Literacy is the foundation of instruction at Kings Chapel Elementary and is driven by the Georgia Standards of Excellence (GSE). The GSE for ELA were adopted in 2016 and are focused on building literacy through the following domains: reading, writing, speaking and listening, and foundational skills. The instructional framework focuses instruction into three important components: the opening, the work session, and the closing. Through the instructional framework, teachers are able present the standards to students in a predictable lesson flow. The opening of literacy work begins with the teacher presenting a mini-lesson on a standard and then supporting student work during the work session. Following the work session, students participate in a closing that sums up their work and their progress on mastery of the standard.

In 2021, a new reading curriculum was adopted in the school district to help teachers provide a more balanced approach to their reading instruction. During the rollout of the new curriculum, the school district has provided pacing guides and materials to help teachers. The new reading curriculum, Fountas and Pinnell Classroom, provides a wealth of reading resources to include: reading mini-lessons, shared reading texts for kindergarten through third grade, interactive reading texts, guided reading texts, book club texts, independent reading texts, and phonics and word study. Each of these components serves an important role in reading instruction at Kings Chapel Elementary, and each of these components are grounded in the use of authentic texts.

The school also utilizes a specific writing curriculum called Units of Study which includes opinion, informational, and narrative writing. The writing units of study are designed to address the genres of narrative, informational, and opinion writing while also guiding students through the writing process. These curriculum materials are used across grade levels and provide a spiraled approach to writing instruction. In addition to the use of the Units of Study, Kings Chapel Elementary also utilizes Write Score as a supplemental resource in the teaching of writing. Write Score provides specific, targeted lessons based upon assessments that are given to students. These formative assessments provide teachers with insight into their student's progress toward mastery of the writing standards and are helpful in preparing students for writing on the Georgia Milestones.

Formative assessments are one tool used to collect evidence about how students are performing in literacy. As with other content areas, Kings Chapel Elementary utilizes common formative assessments to help determine student proficiency in reading in kindergarten through fifth grade. These address the reading priority standards that each grade level has identified and are used during grade level collaboration to group students according to their instructional needs. In addition to common formative assessments, the school district utilizes a reading inventory called the Houston County Literacy Inventory (HCLI). This inventory provides a comprehensive look at a student's reading progress and is conducted formally at the beginning of the year. Within this inventory, accuracy, fluency, and comprehension are all assessed on a student's independent and instructional level using the Fountas and Pinnell Benchmark Assessment System. Other information collected during this inventory includes sight word knowledge and alphabetic knowledge for early learners. This inventory serves to provide information to guide and direct instruction for students across the school year. Throughout the school, teachers continue to collect reading information through the use of informal running records using texts from the Fountas and Pinnell Guided Reading Collection.

year and provides a window into student learning in the area of reading. The data from this instrument is used to inform instruction and to make instructional decisions for all grade levels. Information from the MAP Growth assessment is used to create groupings of students in need of specific skills, and the school's Target Time is used to address these skills. Another formative assessment piece that is used to help inform reading instruction is MAP Fluency. MAP Fluency is given to students in kindergarten through third grade and provides information about a student's foundational reading skills and fluency when reading a grade level text. Teachers are able to use the data immediately following the assessment to help tailor reading instruction to meet students' needs.

In addition to assessing reading formatively, students also take a summative assessment at the end of the school year to assess their level of literacy learning. The Georgia Milestones assessment provides data about how students did with the reading and writing standards that were taught and is used to make instructional decisions. For example, in 2020-2021 school, the Georgia Milestones indicated that informational reading was not as strong as narrative reading at Kings Chapel and we decided to increase informational text options in classroom libraries as well as prioritizing informational reading in the classroom instruction. This school year informational reading has been a focal point of reading instruction throughout the building. Writing on Demands are also used as a summative assessment across grade levels. At the end of writing units, students write a piece based upon all that they have learned in the unit. These summative assessments provide an indicator of how students are performing in writing.

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

Georgia Standards for Excellence for Mathematics were officially adopted in 2016 and have served as the foundation for math instruction for Kings Chapel Elementary. These standards are focused on developing mathematical understanding through the use of manipulatives, estimation strategies, independently and cooperatively solving problems, and conducting mathematical investigations. The GSE are grouped by specific domains to include numbers and operations, counting (kindergarten only), measurement and data, operations and algebraic thinking, and geometry and are taught using the standards based instructional frameworks. An opening, work session, and closing serve as the framework for math instruction at Kings Chapel Elementary. During the opening of the lesson, the teacher teaches a skill or concept through a mini-lesson with explicit instruction. After the opening, the teacher facilitates and monitors student work through small groups and conferencing, while students participate in engaging tasks in small groups or on their own. Following the work session, students may be asked to share their approaches to solving problems, to ask questions, or to summarize their learning in the closing of the lesson. The teacher provides feedback, clarifies misconceptions, and celebrates progress towards meeting the standard.

The Standards for Mathematical Practice serve to describe the expertise that teachers should work to develop in their students during the framework. These eight practices are critical to the implementation of math and are embedded in the instructional practices utilized at Kings Chapel Elementary. These mathematical practices encourage persistency at a task, using tools, and modeling mathematical thinking and are integrated in instruction at all grade levels.

At Kings Chapel Elementary School, the GSE drive instruction and help to create a hands-on, student-centered approach to math instruction. A wide variety of resources are shared through our district's website enabling teachers to prepare standard-based lessons. Some of the resources used at our school are the On Core Math Program, Think Math, Investigations, and Number Talks. These resources help teachers to deliver quality instruction to students. Additional resources that support math instruction include monthly math newsletters for parents, math checkpoints for content standards, and math assessment tools, such as Examine View.

Throughout the year, formative assessments are used to collect evidence about how students are performing in math. As with other content areas, Kings Chapel Elementary utilizes common formative assessments as one tool to help determine student proficiency in math in kindergarten through fifth grade. These common formative assessments have been created by teachers based upon priority standards and are routinely reviewed and revisited to ensure proper alignment. During grade level collaboration meetings, teachers examine common formative assessments to determine how students are progressing on their grade level

math standards. In addition to common formative assessments, MAP Growth is also used as a formative assessment piece. MAP Growth is given to students three times a year and provides a window into student learning. The data from this instrument is used to inform instruction and to make instructional decisions for grade levels. Information from the MAP Growth assessment is used to create groupings of students in need of specific skills. Teachers provide students with instruction on these specific skills during Target Time. Target Time is a forty minute block that is designated for intervention work as well as flexible grouping across the grade level. During Target Time, MAP Growth data is one assessment that is routinely used for grouping students.

In addition to the use of assessments for learning, summative assessments are also used to gauge student mastery of the math standards. The county provides grade level end of unit tests that teachers can use to measure student progress. In addition to these end of unit assessments, students in third, fourth, and fifth grade are tested in math on the Georgia Milestones. This assessment provides data about how students did with the math content that was taught and helps the school to make decisions about future areas of focus. During the end of the year leadership team meeting, this data is reviewed and next steps for areas of focus are determined and shared with third, fourth, and fifth grade teachers.

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

In 2016, the State Board of Education approved the K-12 GSE for science. The new standards are based upon the Next Generation Science Standards (NGSS) standards and include 3-Dimensional Science. The three dimensions include Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. These practices are embedded throughout the curriculum and provide a more rigorous curriculum for students.

The Science and Engineering Practices are how students at Kings Chapel Elementary School engage with science concepts and content and are embedded throughout the standards. There are eight practices used to help students understand how scientists function in the world. Examples of how students might engage with the content include planning and carrying out an investigation, developing a model, constructing an argument supported by evidence, and using tools to observe.

The Crosscutting Concepts provide a framework to help Kings Chapel students connect scientific knowledge across various scientific disciplines. There are seven crosscutting concepts that are used to help students make connections across different science disciplines and are not explicitly stated within the standards.

The Disciplinary Core Ideas represent the big ideas that make up the domains of life, physical, and Earth science. These ideas build upon one another as Kings Chapel students advance from one grade to the next. Each of the three dimensions are an integral part of science instruction.

The Georgia Science Frameworks provide a way for teachers, schools, and districts to organize and teach the GSE within units in order to help students develop proficiency in science. Frameworks include curriculum maps, pacing guides, and instructional segments. The Houston County School District utilizes the curriculum maps, pacing guides, and instructional segments from the Georgia Department of Education to provide a comprehensive science curriculum for all elementary students. At Kings Chapel, these district materials serve as the foundation for science instruction. As with all content areas, the standards-based classroom instructional framework serves to provide a cohesive approach to teaching and learning with an opening, work session, and closing.

At Kings Chapel Elementary School, the GSE drive instruction and help to create a hands-on, student-centered, and inquiry-based approach to science content. Students are encouraged to ask questions and explore the content through scientific observations and investigations. Instructional supports used with science include Generation Genius and Scholastic News. These instructional supports provide supplementary materials to enrich and extend student learning.

in science. Kings Chapel Elementary utilizes common formative assessments as one tool to help determine student proficiency in science. These common formative assessments have been created by teachers based upon priority standards. During grade level collaboration meetings, teachers routinely examine common formative assessments to determine how students are doing with the science priority standards. For students that demonstrate proficiency, extension work with the standard is provided. For students that did not demonstrate proficiency, remediation work on the standard is delivered.

In addition to the use of assessments for learning, summative assessments are also used to gauge student mastery of the science standards. Currently, students in fifth grade are tested in science on the Georgia Milestones. This assessment provides data about how students did with the science content that was taught and helps the school to make decisions about future areas of focus. During the end of the year leadership team meeting, this data is reviewed and next steps for areas of focus are determined and shared with fifth grade teachers.

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

The College, Career, and Civic Life (C3) Framework for Social Studies State Standards enhance the rigor in classrooms. This framework helps to build critical thinking, problem solving, and learning skills necessary to become engaged citizens. The C3 Framework serves as the foundation of the GSE. In June of 2016, the GSE for Social Studies were officially adopted and have been in implementation for the last five years. At Kings Chapel Elementary School, these standards form the foundation for social studies instruction and are used from kindergarten through fifth grade. These standards cover a range of social studies areas to include the following: historical understandings, geographic understandings, government/civic understandings, and economic understandings. In addition to these standards, Map and Globe skills as well as Informational Processing Skills Matrices are integrated across grade levels to help students to be able to locate, analyze, and synthesize information.

The C3 framework provides a way for teachers, schools, and districts to organize and teach the GSE within units in order to help students develop proficiency in social studies. Frameworks include curriculum maps, pacing guides, and instructional segments. The Houston County School District utilizes the curriculum maps, pacing guides, and instructional segments from the Georgia Department of Education to provide a comprehensive social studies curriculum for all elementary students. As a district, curriculum maps, pacing guides, and instructional resources are provided to address the standards. At Kings Chapel, these district materials serve as the foundation for social studies instruction. As with all content areas, the standards-based classroom instructional framework serves to provide a cohesive approach to teaching and learning with an opening, work session, and closing.

Inquiry-based practices are at the heart of social studies instruction at Kings Chapel Elementary. These practices are student-centered and have students learning to read, discuss, and write like social scientists, to develop literacy skills and social studies practices, and to integrate and apply content knowledge. This approach to instruction serves to motivate students to explore their world and moves beyond memorization of facts. To aid in this approach to social studies, the DBQ Project enables teachers to address both literacy standards and social studies standards through reading, writing, and analyzing content-specific questions and is a routine aspect of social studies instruction at Kings Chapel. Additionally, the S.W.I.R.L Method involves speaking, writing, illustrating, reading, and listening as a way to integrate literacy into social studies instruction. In the past three years, numerous resources have been provided through our district to enhance our social studies curriculum. Books for classroom libraries, Discovery Education, Studies Weekly, and Teacher Created Materials (TCM) digital books have all been added and are utilized extensively within all classrooms from kindergarten through fifth grade.

As with science, formative assessments are used to collect evidence about how students are performing in social studies. Kings Chapel Elementary utilizes common formative assessments as one tool to help determine student proficiency in social studies. These common formative assessments have been created by teachers based upon priority standards. During grade level collaboration meetings, teachers examine social studies common formative assessments to determine how students are doing with the social studies priority standards. Extension work and remediation work is provided based upon student data.

In addition to the use of assessments for learning, summative assessments are also used to gauge student mastery of the social studies standards. End-of-unit assessments are provided by the district as a means to gauge student mastery of the unit content in third, fourth, and fifth grades.

1f. For secondary schools:

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

Kings Chapel Elementary School has two Georgia Bright from the Start pre-k classrooms. These classrooms utilize the Georgia Early Learning and Development Standards (GELDS) which cover the core curriculum areas of Physical Development, Social and Emotional Development, Approaches to Play and Learning, Language and Literacy and Cognitive Processes (math, social studies, science, creative development, and cognitive processes). Houston County School District has also adopted the Frog Street Excel curriculum which has been approved by Bright from the Start (BFTS). BFTS also provides Instructional Quality guides that ensure appropriate lesson plans, daily schedule, and environment. These Instructional Quality guides are used to instruct students in a developmentally appropriate way to support the acquisition of core curriculum through all daily activities.

Kings Chapel Elementary School's pre-k program produces students that are both socially and academically prepared for their continued education through social emotional curriculum, standards, differentiation, literacy instruction and high expectations for learning. Kings Chapel Elementary School also uses the Second Step curriculum for social and emotional development for all students, including pre-k. This curriculum establishes consistent expectations and vocabulary for the duration of students' time at our school.

All lesson plans used in pre-k are linked to one or more GELDS which have been aligned with the Kindergarten Core standards. Lessons include differentiation through student small groups, as well as an emphasis on literacy through large group activities and modeled writing. All plans are created during team collaboration to create meaningful learning opportunities for all students. The teachers also utilize age-appropriate goals and routinely track student learning to provide academic rigor that is appropriate and effective for each student. Pre-K and Kindergarten teachers created these goals together to keep instruction aligned across grade levels. These efforts have produced students that are more prepared for their school career. Kings Chapel Elementary School Kindergarten teachers have frequently noticed the difference in school readiness between those who have attended pre-k and those who have not. Students from our Pre-K program are more prepared to handle school wide procedures as well as having a strong foundation in early literacy and math skills.

2. Other Curriculum Areas:

Students in grades K-5 at Kings Chapel Elementary School attend a 50 minute period called "specials" every day. Pre-Kindergarten students attend daily for 30 minutes. The specials program consists of visual art, music, and physical education classes. Students attend art and music for 30 hours per semester and PE for 60 hours per semester, as recommended by our county policy. This is achieved by students going to art and music class once per week and PE twice per week. Our special needs students, who are grouped into two classes (K-2 and 3-5), attend specials daily along with our 2nd and 5th grade classes.

In these three classes, teachers build curriculum based on the Georgia Performance Standards and our county pacing guides. The specials teachers build units focused on essential standards and provide direct instruction, modeling, guided practice, and independent practice within all lessons. Specials teachers monitor student performance, differentiate, and reteach when needed to ensure that our students master the learning targets. Students have opportunities to showcase the skills they have learned in music class by performing with their grade level. Each grade level has a yearly, themed show that families are invited to attend. In music, art, and PE, students also participate in local and statewide performances and competitions

such as Georgia All State Chorus, countywide art exhibits, and the Special Olympics.

Health and safety lessons are built into our PE curriculum throughout the year. Our coaches teach topics such as dental hygiene, bus safety, nutrition, and fire safety, and throughout the year, we have special guests to aid in teaching these topics, such as local dentistry workers and local police officers. Once a week in specials, K-5 students receive Second Step lessons. Second Step is a social/emotional health program. It involves grade level specific lessons teaching skills for learning, getting along with others, dealing with emotions, and problem solving. Students go to either the art teacher, music teacher, or PE coach every Monday for these lessons.

The physical education class at Kings Chapel Elementary develops curriculum designed to address GSE. Students are assessed weekly through checklists and other assessments to show their progression. Fourth and fifth grade students are assessed twice a year through the state mandated fitness test known as Fitness Gram. Students receive the required yearly amount of hours for health and physical education while ensuring students needing special modifications receive adaptive teaching in our classroom.

Kings Chapel Elementary School is a one to one device school. Pre-Kindergarten and Kindergarten classrooms have class sets of iPads for students to use throughout the day at school, while students in grades 1-5 have been issued a Chromebook for school and home use. Students use devices to practice essential skills through programs to include i-Ready, Prodigy, BrainPop, and Read Theory. Teachers manage a Google Classroom site for school work and homework and can differentiate learning for students by assigning remediation or enrichment activities as needed. Some teachers also include virtual libraries in Google Classroom for students to access online books.

Students in grades 1-5 also have access to the Media Center Google Classroom site that includes links for GALILEO, online e-books, and Choice Boards that include STEM activities. In addition, students access MAP Growth and Georgia Milestones testing with their devices. Pre-K and Kindergarten students learn through playing educational apps that reinforce colors, letters, numbers, and shapes. All students participate in Children Internet Protection Act lessons at the beginning of each school year to teach and reinforce online safety. Each classroom is equipped with a ViewSonic Whiteboard and document camera for teachers and students to use during instruction. Kings Chapel Elementary School also has four 3D computers for students to use for acquisition of knowledge. Our library media specialist provides teachers with professional development throughout the year to assist teachers with technology tips and ideas for integrating technology in the classroom.

Classes in pre-Kindergarten through 5th grade use the school's library media center for 30 minutes per class each week. All library media center lessons are created based on the English Language Arts and/or Social Studies Georgia Standards of Excellence. All students enjoy listening to read-alouds that reinforce language acquisition, listening skills, and comprehension. Students in grades 2-5 also participate in lessons on research skills, including online sources and searches, copyright and plagiarism, and citing sources. In addition, students in grades 2-5 also participate in lessons using reference books such as dictionaries, encyclopedias, thesauruses, and almanacs. The library media center houses more than 13,000 relevant and diverse books and materials for students and teachers to check out. The collection is well maintained, weeded and updated annually. Both students and teachers request books to add to the collection, ensuring that the collection represents student wants and teacher needs to support the curriculum and student learning. Kings Chapel Elementary School also participates in our county's March Madness: Book Edition, which encourages students to read 16 books and then vote for their favorites in March. This program encourages students to read and get excited about books. Our library media center also offers a Media Helper Club to students in 4th and 5th grades. This club teaches students to shelve books, create book displays, and help students and teachers find books.

Our school subscribes to Discovery Education/United Streaming for teachers to access educational content and videos that support the curriculum to share with students. The school library media center has also purchased several educational videos that directly correlate to the curriculum. Our school also subscribes to Generation Genius, which has instructional science videos and lesson resources and includes do-it-yourself activities that correlate with the lesson.

Social-emotional skills are one of the many pillars students need to build a strong foundation in their character and cope with everyday challenges. At Kings Chapel Elementary School, the Second Step curriculum is used to empower students to thrive in and out of the classroom. Second Step is a research-based program curriculum used to teach students resilience, problem solving strategies, and strategies to understand their emotions.

Through Second Step, students learn and practice the necessary skills for listening and paying attention, having empathy, managing emotions, building friendships, and solving conflict with peers. The Second Step program is a classroom based curriculum designed to increase school success and decrease discipline problems. The Second Step program also teaches students skills and strategies needed to develop social-emotional competence.

All students at Kings Chapel Elementary, in pre-K through fifth grade, attend a Second Step lesson every Monday during their specials time. Teachers are provided a follow up resource guide to continue to implement and practice these new learned skills throughout the week. Teachers post a home link to their Google Classroom each week in order to provide parents with the opportunity to practice social/emotional skills at home.

Students are also pulled for small groups based on their individual needs. The small groups are led by the school counselor. The counselor uses Second Step and individualized lessons to provide personalized intervention to multiple students at one time. Small groups consist of four to seven students in a similar age range. Teachers, parents, and administrators can recommend a student for small groups if they think it will be beneficial to the student's social-emotional development.

The school counselor offers groups to support anger management, anxiety and worry, self-control, self-esteem, study skills, responsibility, social skills, conflict resolution, test anxiety and more based on students' needs. This year, the school counselor has led groups for students experiencing grief (Healing Hearts), a group for students who need help becoming better friends, conflict resolution groups, social skills groups, and a group for students who need help managing their emotions and self-control (Calm Down Crew). Each group meets once a week for approximately eight weeks. Students are given a pre and post assessment to track their progress. Data is also collected to determine the effectiveness of the group. Upon completion of the groups, teachers reported that they saw a decrease in discipline problems and an increase in academics in 95% of the students who attended the group. These small group counseling sessions are used to support our students' specific needs and promote their development of social-emotional competence and self-regulation skills.

The cultivation of social-emotional learning in young children has been proven to positively impact the student and the learning environment around them. At King's Chapel, we have made it our mission to make sure our students are not only academic high achievers but also acquire emotional intelligence. Social-Emotional Learning is a priority at our school. We integrate it into our curriculum, our culture, and everything we do to ensure our students have the skills and strategies they need to succeed.

3. Academic Supports

3a. Students performing below grade level:

The academic success of all students at Kings Chapel Elementary is important, and, when students are not achieving, High Impact tutoring and the Leveled Literacy Intervention (LLI) system by Fountas and Pinnell are used to help close achievement gaps. Based upon 2021 GMAS content mastery achievement rate, two subgroups have received targeted interventions to close the achievement gap. Students with Disabilities (SWD) and African-American students are underperforming when compared to the student achievement rate for all students in ELA, Math, and Science. Therefore, High Impact tutoring was provided from January through March of this school year for students meeting these criteria and focused on the areas of ELA and math. SWD have been provided with targeted literacy instruction throughout the school year using the LLI system. This system provides students with intensive, small group work for students with reading and

writing challenges.

Students performing below grade level receive tailored instruction, interventions, and assessments through the Early Intervention Program (EIP), high impact groups, and after school tutoring program. The Early Intervention Program provides additional resources and supports in the areas of reading and math. Students who are identified as a beginning learner on the previous year's GMAS assessment, or those students who score thirty-four percent or below on their NWEA MAP assessment will receive additional instruction from an EIP teacher. Students may also be identified as needing additional support by using the state's EIP rubric which is completed by the student's classroom teacher.

At Kings Chapel Elementary School, EIP funds three full time teachers. Two of the teachers provide supplementary instruction in reading and math by utilizing a pull-out/small group model or an augmented model. The third EIP teacher is utilized as a classroom teacher. This allows for reduced class size across an entire grade level which enables teachers to provide more effective individualized instruction. Another integral part of meeting the needs of below grade level learners is through our Response to Intervention program. Teachers use common formative assessments to identify struggling students. Classroom teachers provide research based interventions during daily Target Time. Target Time is a forty minute block usually at the beginning of the day that is designated for intervention work as well as flexible grouping across the grade level.

Not only are EIP and Target Time important components to meeting the needs of our lower performing students, but after school tutoring is also offered three days a week to students that are performing below grade level. Students are grouped in small four to five person learning groups. These small groups allow teachers to provide targeted instruction based on individual student needs. The after school tutoring teachers work with homeroom teachers to analyze each individual student's progress on the NWEA learning continuum. This gives a clear picture of the student's strengths and weaknesses and provides specific information about what skills are needed to help the students move forward in their learning.

A key component to student growth is meeting learners where they are and providing explicit instruction on individual student's misconceptions and misunderstanding of foundational skills. Students must possess a solid reading and math foundation in order to master higher level skills. At Kings Chapel, we instill in students the belief that everyone can learn; a student's growth might occur at different times and different rates, but learning is occurring. Learning is a personal race; one in which the contestant is always trying to beat themselves and every day is a new race to "our personal" best.

3b. Students performing above grade level:

There are many academic supports in place for students performing above grade level. Based on how students perform in a regular education classroom, parents and teachers can refer them for gifted testing. Our school's gifted eligibility team looks at the student's data to determine whether they should be tested for the gifted program. If students are eligible and parents agree, they are tested on their mental ability, academic achievement, motivation, and creativity. If students have a qualifying score in 3 out of the 4 areas, they qualify for gifted placement. Once permission to place forms are signed, students will automatically receive gifted services. If a student is not in a gifted classroom, their homeroom teacher will collaborate with the gifted endorsed teacher for that grade level to provide enrichment activities for the gifted student. Instruction for students performing above grade level consists of more hands on activities and project-based assignments as well as individualized instruction than in a regular education classroom.

Gifted students at Kings Chapel Elementary have the opportunity to participate in a wide variety of activities designed to meet their educational needs. Third grade students participate in Market Day, while fourth grade students are challenged to explore a topic and create an exhibit for a museum. Our school has a Helen Ruffin Reading Bowl team that consists of gifted fourth and fifth grade students who compete to test their knowledge of a selection of books. In fifth grade, gifted students have the opportunity to compete against other schools in the Gifted and Talented Education (GTE) Oratorical Contest and in the Academic Bowl. All of the students in gifted classrooms compete in a t-shirt design contest. The winner's design is placed on a t-shirt for the entire gifted department throughout the school district. Third, fourth, and fifth grade students

have the opportunity to extend their learning into the summer by participating in the Summer Enhancement Program. This program allows students to choose the courses that they would like to attend. The courses include a variety of activities such as archery, cake decorating, and Greek mythology. The classes provide enrichment and extension for students in classes outside of the normal curriculum.

3c. Special education:

The Kings Chapel Special Education Department serves around seventy-four students with various eligibilities across three different programs with support from various itinerant and resource personnel.

The Interrelated Program focuses on serving students in the least restrictive environment through collaborative and small group services, as well as supportive instruction to assist students with academic or behavioral challenges while working to keep the student engaged with their same age peers. Interrelated teachers collaborate with classroom teachers to meet students where they are while striving for classroom expectations. Our Interrelated Program uses the Sonday and Orton Gillingham programs which offer multi-sensory approaches to literacy and phonics. These programs work to meet grade-level standards but are easily individualized for student needs. In addition to academic support programs and strategies, our interrelated teachers also provide support for behaviors impeding learning in the classroom. One program used currently is the Zones of Regulation, which teaches students to manage their own behavior and sensory needs. Many of our students with autism also participate in a social skills “Lunch Bunch” to help them navigate social situations with the help of regular education peers.

The Mild Intellectual Disability Program (MID) is a self-contained program that utilizes a small group setting for all academic areas to tailor to each student’s needs. For reading, our program utilizes the PCI Reading Program which uses sight words and “real-world” nouns and verbs through a series of repetitions focused on giving students with disabilities success with reading. Touchpoint Math is one of my many strategies used to meet our student's needs and provides a multi-sensory approach to learning math. Our younger MID students also participate in the Teachtown program which uses interactive video lessons to teach valuable social skills.

The Speech Impaired Program focuses on providing support for students with deficits in articulation, language, voice, and fluency. Speech students receive services through small groups and consultative models. When evaluated for speech, students are also assessed in academic achievement with results communicated to teachers and psychologists to ensure additional needs are met.

Kings Chapel educators work in conjunction with parents and other team members to author IEPs (Individualized Education Program) tailored to each student's unique needs. When reviewing student needs, additional support programs or resources may be suggested which could include Occupational Therapy, Physical Therapy, Autism Support, Behavioral Support, and Assistive Technology to help students be successful in their learning environment. Students receiving special education services often need accommodations and supports to help them in the classroom and on standardized testing measures. Offering classroom and testing accommodations takes pressure off the student and allows us to get the most accurate representation of the student’s ability.

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

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

At Kings Chapel Elementary, special populations are also supported academically. Homeless students, as identified by the McKinney-Vinto Act, are provided with academic support in specific areas based upon MAP Growth testing as well as other classroom data indicated through our Data Team Process. The Data Team Process at Kings Chapel Elementary identifies students that are at risk of poor academic outcomes based on their performance on Common Formative Assessments as well as MAP Growth and MAP Fluency data. During Data Team meetings, information is gathered about students and used to determine next steps

instructionally.

For students that are identified as homeless, additional academic support services are provided in the form of after school tutoring. A certified teacher provides direct instruction to the identified students two days per week after school in the areas of reading and math. During this instructional time, teachers may utilize resources to include i-Ready and the Fountas and Pinnell Guided Reading Program. The i-Ready program provides the students with content that is based upon the student's identified areas of instructional need. The students will participate in explicit instruction and targeted lessons. Through content lessons, games, and assessments, students will work toward mastery of their identified areas of instructional need. In addition, the teacher also provides guided reading lessons at the student's instructional level. This instruction helps students in all aspects of reading including accuracy, decoding, fluency, and comprehension. Through this additional instructional time, the teacher is able to meet specific student needs and address instructional gaps that may have occurred due to their current living situation. Currently, Kings Chapel Elementary School has a small number of students that are deemed homeless; however, addressing those students' needs is an important program offered by our school.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Kings Chapel Elementary works hard to engage, motivate and provide students with a positive environment that supports all aspects of a child’s learning. Teachers and administrators are encouraged to build relationships with students and consider it a top priority. Once students know we care about them, they will work hard not only for themselves but for the teachers as well.

Another way Kings Chapel engages, motivates and provides students with a positive environment is that we have high expectations. Once a student has demonstrated knowledge of standards, they are pushed to think deeper. Teachers provide enrichment opportunities to create depth of knowledge in all subject areas. This can allow the student to become a master and teach what they know.

We also provide students with personalized instruction. Recently, Kings Chapel adopted the one to one model with technology. Each student received their own Chromebook laptop. This permits all students access to technology in order to enhance learning not only at school but at home as well. Students will be able to work at their own pace. Students can be assigned homework or classwork that relates to them and the areas where they need the most help. This builds a community of differentiated instruction at all levels of learning. Having their own Chromebook also sets the stage for distant learning, should the need arise. Kings Chapel uses Google Classroom, iReady and many other technology sites to assist in the most productive learning for our students.

Lastly, Kings Chapel has developed a reward system that encourages students in the areas of academics and behavior. We hold a “Green and Gold” ceremony that acknowledges hard work and good grades four times a year. Students receive a certificate along with a necklace and charms for each time they have been awarded. Kings Chapel also rewards good behavior at a Principal’s Party held four times a year as well. Teachers give Dojo points every time a student does something positive and points are tallied at the end of each quarter. Students will be able to participate in the Principal’s Party if they have accrued enough points. Parents are also provided access to their child’s Dojo record which helps enforce their child’s good behavior and also when their child’s behavior needs improvement.

Our mission at Kings Chapel Elementary is to equip all students to achieve their highest levels of learning. By engaging, motivating and providing students with a positive environment that supports their academic, social and emotional growth, they will be college and career ready.

2. Engaging Families and Community:

Kings Chapel Elementary believes that we are more than just a school, we are a community. Teachers work to build connections in many ways inside and out of the classroom. Teachers may play games with students at recess or even attend both in and out of school functions, like musicals, sporting events, and performances. Students are able to show off both their academic strengths as well as their sporting, musical, and other talents. This outreach helps gain student and family trust and appreciation for their teacher and school.

Kings Chapel Elementary School has a dedicated Parent Teacher Organization (PTO) that works to provide students and families with fun activities, events, and treats throughout the year. Events like our annual Spring Fling are times for our entire Kings Chapel Community to come together to enjoy games, dinner, music, and raise money to provide the school and students with additional programs and resources. PTO is a great way for all families to get involved with school events, connect with other families, and build our community. The Parent Teacher Organization finds ways for all families to get involved, no matter their work schedule, allowing for all families to feel welcome and included.

Kings Chapel works with a number of businesses and government representatives both in the classroom and school-wide to provide students with learning experiences and community involvement opportunities. Local

government agencies work with Kings Chapel Elementary School to provide learning experiences through public safety lessons, community helper appreciation events, and career lessons. These agencies also support our school for events like our annual Guest Reader Day in March.

Perry Volunteer Organization works with our school to provide our students opportunities to become involved with their local community, specifically with providing for those less fortunate. Students participate in a canned food drive in the fall to donate food for the upcoming holiday season. This organization also teamed with Frito Lay to donate chips to Kings Chapel for every student and teacher.

The school counselor at Kings Chapel Elementary works diligently to build relationships with both students and their families. Both teachers and students are able to share student and family needs with the school counselor and she is able to use school or community funding to provide things like shoes, belts, clothing, and more. This allows our students to shift their focus back to their learning during difficult financial times.

3. Creating Professional Culture:

Kings Chapel Elementary School creates an environment where teachers feel valued and supported. Teachers regularly work in Professional Learning Communities to share their knowledge in their areas of expertise as well as gain from those around them. Teachers work collaboratively with their team to plan lessons, develop curriculum and assessments, analyze data to inform instruction, and plan remediation and enrichment activities for students.

In the transition to distance learning, teachers were involved in the learning process and offered professional learning opportunities to enhance our digital instruction. Google Classroom and Certification training was offered to teachers as well as specific training on new hardware they were provided in their classroom, including ViewSonic boards, cameras, Chromebooks, and iPads. On professional learning days, classroom teachers often have the opportunity to serve in teacher-leadership roles to deliver information to the staff regarding Google Classroom Support, MAP informational reports, and iReady Instructional Training. The Curriculum Integration Specialist for Houston County also participates in our professional learning days by informing and guiding our teachers using the My View Board technology resource and other county provided technology specific resources that help support our instruction. In addition, during monthly staff meetings, the assistant principal of instruction involves the staff in a jigsaw method approach for discussing and enhancing the one-to-one Chromebook distribution policies and expectations. This involvement in the technology-driven instruction not only enhances technology instruction, but it also creates a sense of value and much needed support with the new material.

Data Teams meet monthly to review student data on common formative assessments, student reading levels, MAP data, and any other recent assessments that may have occurred. The team is composed of the grade level teachers, EIP teachers, SPED teachers, the Counselor, and administration. The goal of this team is to target students that may need additional support and develop a plan of action for those students. This allows for not only support of those students, but also support for the teachers of those students. Students may be supported with additional services outside of the classroom or through resources shared by another teacher. This further drives our sense of community at Kings Chapel Elementary. It also allows us to track student progress and celebrate successes of students, teachers, and teams.

4. School Leadership:

The leadership philosophy at Kings Chapel Elementary can be described as shared responsibility for collective accountability. The principal, two assistant principals, Counselor, Media Specialist, School Secretary, and Medical Technician all form a School Support team and work together for the benefit of the school. Roles such as attendance, budget, health and safety, technology, activities, and discipline are all assigned to Support Team members and each provides updates to the group during weekly meetings. In these meetings, the principal communicates work assignments and provides clarity to each Support Team member about their roles and expectations.

Our school has an active Parent Teacher Organization as well as a School Council. The principal

communicates regularly with the PTO officers on setting budgets, planning community events, communicating with families, and providing support to the staff. The School Council consists of a revolving group of parents and teachers that meet several times throughout the year to get updates on school business and provide useful feedback to the principal about ongoing challenges and successes at Kings Chapel. In addition to parents having access to these representatives, our school community has long had a culture where parents and other stakeholders know they have direct access to the principal and other administrators to answer questions or resolve problems.

The most important role of a school leader is to establish a focus for the school and clearly communicate that focus to all stakeholders. At Kings Chapel, this focus has two parts. First, to build the relationships with student families we know will be critical to student success. Second, to promote academic growth through high expectations and collective accountability for learning.

To promote this academic growth, for example, each of the seven grade level teams (plus the Art, Music, and PE team) has been assigned to one of the three school administrators. This administrator works closely with that team throughout the year, both as a supervisor and contributor to their efforts. The assigned administrator serves as each team member's evaluator but also guides and supervises the team's collective work as a Professional Learning Community. This structure creates a year-long relationship between individual teachers and the grade level team with an administrator that will be directly involved in their work. This, hopefully, provides timely, side-by-side support needed by teachers throughout the year.

During the pandemic, communication was critical to our school's success. The principal utilized recorded videos for parents and held virtual Zoom meetings for staff. The administrative team needed to have frequent group phone conversations to discuss and clarify our roles and responsibilities in the face of distance learning. When we all returned to school, administrators worked closely with the medical technician, attendance clerk, and grade level teachers to properly manage high absence rates due to quarantining while still providing meaningful instruction.

5. Culturally Responsive Teaching and Learning:

The most significant step that Kings Chapel Elementary has made toward culturally responsive teaching and learning is to unite our school community. The relationships built both inside and outside of our school walls have helped to lay the foundation for our main goal to be accomplished: high levels of learning. The school events that we hold (musicals, spring flings, field trips, art and variety shows, field days, parents night out, etc.) that allow our community in our building and to become a part of our school, give us the chance to further build relationships with all stakeholders. These events and relationships with and between families allow students to be aware and respectful of differences in our school. The Parent Teacher Organization (PTO) also works diligently to develop programs that help bring families together in the school to support our students.

Within our school day, we utilize a program called Second Step. This program targets the social and emotional needs of students as well as aiding students with communication skills. It focuses on relationships between peers and how to address things that might be uncomfortable, putting the power in the students' hands in a respectful manner. These lessons are reviewed weekly, with follow up activities throughout the week. There is also a take-home activity that includes parents in the skill students were working on and how to connect the school practice to home life.

Throughout the school year, teachers may be aware of issues in the classroom, the grade level, or a societal issue that has come up within the classroom. Teachers may utilize the school counselor to teach lessons within their classroom on respect, equity, communication, and whatever other needs may arise. The counselor may also work one on one with students or small groups of students that may have a problem or just want to talk through how they feel about something going on in the world.

Lastly, we recognize that practices and materials need to be continuously reviewed and updated to ensure that the needs of all students are being met and respected. Material in both classrooms and school wide locations, like the media center and bookrooms, is constantly being updated and edited to ensure that

students are not only receiving engaging, quality content, but also content that is appropriate and respectful towards all. We are also working to ensure that students can see themselves and feel represented in their choices of reading materials by being purposeful in purchases for restocking of the media center shelves.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Many factors must converge to create a high performing school. Involved community, dedicated staff, available resources, and many other key pieces must be in place for students to succeed. These are all present at Kings Chapel and directly contribute to our school's success. The most impactful practice, however, is our Data Teams program.

Data Teams are not unique to Kings Chapel, as many schools have in place some system or method to review student achievement data. Kings Chapel utilizes this process in a specific way that has proven to directly affect student learning. Generally speaking, the most important thing that must be present in order for students to be wildly successful is staff accountability. When teachers pledge to be accountable for their student's learning and a structure exists where this accountability can take place, the potential for student success is great.

In his book, *Visible Learning for Teachers*, John Hattie encouraged teachers to "know thy impact" when it comes to their student's learning. Through a school wide study of this book, Kings Chapel teachers learned the importance of finding evidence of student learning rather than the mere existence of their teaching. From here, we established a process that would guide our work and teachers understood the value of their active participation.

First, grade level teams must do the yearly work of identifying and unpacking priority standards. From there, teachers work together to build common formative assessments they will use to measure students mastery of these standards and their more discrete learning targets. Per month, teachers give at least one of common formative assessment in Math and one for Reading. Along with any other student achievement data available to the team (NWEA MAP Growth, Lexile level checks, county benchmarks, etc) this data is recorded by teachers on a spreadsheet which is shared electronically with relevant stakeholders.

Data Teams meetings are held monthly and each is attended by the grade level team, a supervising administrator, and other student support staff such as the counselor, Special Education teachers, and Early Intervention Program support teachers. Teachers have previously recorded their student's data and flagged any scores that are below the predetermined level of proficiency. This grade level data sheet is displayed on the meeting room electronic board for all to see. Here, all participants can look for underperforming students and ask questions to the group about the data. Once underperforming students have been identified, they are then placed on list to receive a variety of specialized help through the Response to Intervention process. The second part of each meeting involves checking students who receive this targeted assistance for progress and adjusting as necessary. This persistent review of live data in a group setting guarantees accountability for each child's learning.