

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

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

School Mailing Address 20 Stephenson Road
(If address is P.O. Box, also include street address.)

City Pennington State NJ Zip Code+4 (9 digits total) 08534-5106

County Mercer

Telephone (609) 737-4006 Fax (609) 730-3888

Web site/URL https://sbes.hvrsd.org/o/sbes E-mail stevenwilfing@hvrsd.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* Dr. Rosetta Treece E-mail rosettatreece@hvrsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Hopewell Valley Regional School District Tel. (609) 737-4000

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mrs. Deborah Linthorst
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	8	5	13
K	26	28	54
1	34	27	61
2	19	34	53
3	23	49	72
4	32	30	62
5	34	31	65
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	176	204	380

*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 % American Indian or Alaska Native
 - 39 % Asian
 - 4 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 4 % 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: 3%

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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	2
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2020	377
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

Arabic, Bengali, Castilian, Chinese, Dutch, French, German, Gujarati, Hindi, Italian, Korean, Polish, Potuguese, Russian, Spanish, Tamil, Telugu

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

7. Students eligible for free/reduced-priced meals: 3 %

Total number students who qualify: 10

8. Students receiving special education services with an IEP or 504: 15 %
58 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>3</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>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: 16
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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	22
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	12

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

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	95%	98%	97%	97%	97%
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 Stony Brook Elementary School, children are known by name, are listened to, and are recognized for their talents and accomplishments. We strive every day to uphold the Stony Brook mission: to seek the truth, to appreciate beauty, and to demonstrate goodness.

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

<https://go.boarddocs.com/nj/hvrsd/Board.nsf/Public?open&id=policies#>

BookPolicies Section5000 Series: Pupils TitleEqual Educational Opportunity (M) Code5750 StatusActive Legal

42 U.S.C.A. 12101

N.J.S.A. 10:5-1

N.J.S.A. 18A:4A-1, et seq.; 18A:6-5 et seq.; 18A:36-20

N.J.A.C. 6A:7-1.1 et seq.; 6A:14-1.2

AdoptedApril 27, 2009 Last RevisedFebruary 13, 2017

EQUAL EDUCATIONAL OPPORTUNITY (M)

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with law. No student shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student’s race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board shall assure that all students are free from harassment, sexual or otherwise.

The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among pupils, and enable pupils to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation or sex, social or economic status, or disability:

School climate/learning environment;

Courses of study, including Health and Wellness;

Instructional materials and strategies;

Library materials;

Software and audio-visual materials;

Guidance and counseling;

Extra-curricular programs and activities;

Testing and other assessments.

The school district's curricula will include Multi-cultural Education content and practices, instruction on African-American History in the teaching of U.S. History and instruction on the Holocaust and genocide.

Affirmative action shall be taken to ensure that pupils are protected from the effects of discrimination, in accordance with Policy 2260. Pupils who experience less than equal educational opportunities or experience discrimination shall use the procedure established by Regulation 5750 to report and appeal any harassment or discriminatory practice.

The conduct of teaching staff members shall exemplify the highest principles of equality and democracy. Conduct and attitudes that display discrimination are contrary to the policies of this Board and, further, are destructive to the self-esteem that this Board wishes to encourage in all students. A teaching staff member's act of derision or enmity, in any form, against a person or persons on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability shall be considered to be conduct unbecoming to a professional staff member of this district and shall be subject to appropriate discipline.

The Superintendent shall develop and promulgate a procedure by which a pupil or parent may appeal Board policy, district practice, or the act or omission of any district employee that allegedly violates this policy.

42 U.S.C.A. 12101

N.J.S.A. 10:5-1

N.J.S.A. 18A:4A-1, et seq.

N.J.S.A. 18A:6-5 et seq.; 18A:36-20

N.J.A.C. 6A:7-1.1 et seq.; 6A:14-1.2

Adopted: April 27, 2009

Revision Reviewed by Policy Committee: 12/16/16, First Reading: 1/23/17, Second Reading and Adoption: 2/13/17

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

Stony Brook Elementary School is located in Pennington, New Jersey and is one of four elementary schools in the Hopewell Valley Regional School District. Opening in 2002 to address the needs of our growing community, Stony Brook is currently home to 384 All Star students in Pre-K to 5th grade. Our students come from a variety of family structures, socioeconomic levels, and cultural and religious backgrounds. Our richly diverse population is reflected in the 20 different languages spoken in the homes of our families. Stony Brook proudly serves our district's English Language Learners and provides special education classes for district students with multiple disabilities.

At Stony Brook, we strive to attend to the whole child. To this end, our goal is to provide a safe and positive environment where children are known by name, listened to, and recognized for their talents and accomplishments. Upon entering the school, students step into the heart of Stony Brook-- our Rotunda featuring a night sky masterfully painted by a local artist. This star-filled gathering space was designed to inspire learners and remind them of the mission of the school: to seek Truth, to appreciate Beauty and to demonstrate Goodness. Converging on the Rotunda are the essential support areas comprising of a comprehensive Media Center, a Learning Lab equipped with current hardware and software to provide our students with an opportunity to solve real world problems and create solutions for everyday use, a gymnasium with a rock climbing wall, a light-filled cafeteria, a generous art studio, a vibrant space to explore world languages, and a music suite with ample space for class instruction and ensemble rehearsals and performances. Nine areas for small group instruction and specially-designed rooms for regular and special educational programs complement the 24 classrooms in the Academic House. Each space reflects careful attention to the needs of elementary students and the demands of a vigorous and dynamic curriculum, while ensuring the needs of all students are met.

Each member of the school community is asked to treat every person, every thing, and every day in a way that is Reasonable, Respectful, and Responsible. These "StaR Cubed" expectations for our school community include fair and reasonable interactions, an unequivocal respect for all individuals, and a mutual respect among all. We accept responsibility for what we say and do and for the tools we are given for learning. Together as a school community, we spend time examining ways that we have made a difference, as individuals and collectively, to make our school the very best.

Our parents are partners in the learning process. They share in the effort to provide all children with the tools necessary to progress at a rate commensurate with their ability. Together, the parents and teachers promote an atmosphere that reflects a genuine love for children and respect for learning. We believe that it is our responsibility to develop students who know how to learn and who desire to become lifelong learners. The Stony Brook Parent Teacher Organization (PTO) is very active providing many activities and events for our students. These range from Family Fun nights to assembly programs and after-school enrichment classes. In partnership with the community, we seek to provide our children with a comprehensive educational experience so that they can use their talents and abilities to improve the quality of life within the school community, locally and around the world.

Stony Brook offers a learning environment that enables children to acquire skills and concepts that contribute to their total development. We understand and respect the individual learning differences that each student possesses and strive to provide instruction to meet these diverse needs. Our curriculum promotes an articulated sequence of experiences which cultivate the intellect, foster social competence, and promote physical growth enabling students to progress to an optimal level of performance. A wide array of programs offer expanded opportunities for all children, including Constellations, a school-wide cross-grade-level mentoring program; enrichment programs in music and art; Student Government; and our "One Fine Day at Stony Brook" cultural celebration through song and dance. Additionally, Stony Brook has been recognized as a River Friendly School, received the Bronze Award from the Sustainable Jersey for Schools, and is a Kindness Certified School.

Since Stony Brook Elementary School opened its doors 20 years ago in 2002, and throughout even the most challenging times of the pandemic, our goal has remained consistent: to deliver thoughtful and intentional

learning experiences in a safe and inviting environment. We remain committed to providing all students with equal access to the appropriate resources, challenges, and supports needed to grow academically and socially. We continue to strive to be Reasonable, Respectful and Responsible while we search for Truth, appreciate Beauty and demonstrate Goodness.

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:

Stony Brook's curriculum is designed to develop students into life-long learners. A standards-based curriculum derived from the New Jersey Student Learning Standards (NJSLs) is the basis for instruction in all subject areas. Our instructional approaches vary depending on the content being taught, how our students learn, and the students' backgrounds and interests. We know that understanding our students helps us to differentiate to meet their needs.

We continue to focus on building engagement and differentiation through student choice, cross curricular learning, and blended learning. In recent years we've developed inquiry-based and problem/project-based learning opportunities. Assessment has expanded beyond traditional paper tests to digital formats, Flip Grid demonstrations, Canva infographics, presentations, speeches, and writing pieces. At Stony Brook, a variety of tiered instruction and programs are employed to best meet the needs of all learners: various special education programs, TIP (Targeted Intervention Program)/Basic Skills, English Language Learner, and Exceptionally Able programs.

The recent remote learning moved us in new directions. Teachers expanded their use of technologies, all students received Chromebooks, and internet access was secured for families in need. Primary grades used Seesaw and intermediate grades used Google products and Kami to support electronically completed assignments, and assessments were transitioned to ThinkCentral, Literably, and Google Forms.

Further adaptations occurred when we moved to A-B days last year. Teachers relied on OnCourse Student Information System (SIS) to provide access to assignments and resources; and, Zoom breakout rooms made virtual individualized and small group instruction manageable. Through grade level collaboration, curriculum was compacted and best practices were discovered and shared. Teachers continued to adapt as some students returned to in-person learning.

Now back in the classroom, some components of virtual learning linger. We continue to make use of technology. We still take virtual field trips, enjoy author visits, and assemblies. As we continue forward this year, we are committed to close gaps in instruction and ensure that our new normal is positive and inspiring for our All Stars.

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

At Stony Brook, we aim to inspire our students to be confident, self-propelled, life-long readers and writers. This is the springboard for our Reading and Language Arts curriculum and instruction. Based on the longstanding research of the Columbia Teachers College Reading and Writing Project, our curriculum supports a balanced literacy approach to learning. Clear scope and sequence and pacing guidelines are provided to support teachers' implementation of our curriculum. Units of study include clearly scaffolded learning opportunities for students progressing from Kindergarten through fifth grade.

By design, our reading and writing instruction inherently supports differentiation, allowing teachers to meet readers and writers at their point of instruction. Our workshop model allows teachers the ability to offer varied means of reading and writing instruction, and to have ongoing opportunities to formatively assess and evaluate individual progress. Student choice of self-selected books and writing topics promotes engagement and enjoyment.

To launch mini-lessons and learning, our teachers carefully select mentor text read alouds and use shared reading and writing to focus on specific skills. Small group strategy lessons provide an identified group of students with targeted instruction. In guided reading groups, students are taught at their instructional

reading and writing levels.

Students engage in independent reading and writing, applying strategies, and generalizing their learning in texts they have chosen to read. Teachers use this time to confer with students or meet with small groups of students, guiding their learning and gauging their progress. The data collected helps teachers determine what additional whole group or small group instruction is warranted.

To support our mission for inclusivity, we continue to expand our school library, teachers' libraries, and classroom libraries with texts that elevate culturally responsive learning. Incorporating social themes into our studies is essential to elevate our students' cultural awareness and create global citizens. Students hear about real life experiences through virtual author visits. Peter Brown and Kate Messner joined us and provided inspiring accounts of their work as successful authors.

Instructional levels are determined via data from assessments such as Literably, Developmental Reading Assessments (DRAs), Think Central (TCs) assessments, and the Johnston Spelling Inventory. Throughout the school year, these assessments are administered to formatively assess students, monitor their progress, and further guide instruction. At the end of year, a variety of literacy assessments are administered to provide summative data. This data is housed in students' literacy portfolios, which travel with them through their elementary years to track their progress. The data is also used by our Targeted Intervention Program (TIP) teachers to identify and support students who may not be meeting grade level standards. Students are also propelled to self-assess through goal setting, checklists, and reflection sheets. These metacognitive exercises enhance students' initiative and persistence.

Word study rounds out our Language Arts instruction. Multisensory learning through Foundations, Orton Gillingham, American Sign Language, and other hands-on activities engages students and promotes learning. Additionally, blended learning provides individualized support in our English language arts (ELA) classrooms. Students are able to work at their individual levels through programs, such as Vocabulary A-Z and Raz-Kids.

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

The GoMath program and its supplements support students' learning of the New Jersey Student Learning Standards math content and practices for all grade levels at Stony Brook. Students are presented with real world phenomena to unlock their mathematical thinking. Through inquiry, students begin to discover mathematical patterns and move into their learning.

At Stony Brook, we recognize the value of building a strong foundation of math understanding to prepare for the growing complexity of math skills and concepts. Within a guided math/math workshop framework, students' math learning moves from concrete to pictorial to abstract. An abundant supply of manipulatives provides students with opportunities to constructively explore new math concepts. This is followed by modeling to demonstrate evidence of students' math figuring. Once an understanding is developed, students move to procedural learning, where they use symbolic representations of their math work.

Prior to each new unit of mathematical study, pre-assessments measure students' prerequisite skills. The results of these pre-assessments, along with teacher observation, guide flexible grouping for instruction. Smaller groups of students needing additional support may work with a support teacher on skills to help them meet the standards for the unit. GoMath's reteach options, spiral reviews, as well as teacher-supplied supplemental materials, help to close gaps that may be a result of abbreviated school days and compacting curriculum during the last two school years.

As a means of constructive differentiation, blended learning occurs regularly in our math classes. XraMath and Math Prodigy are often used to provide additional practice opportunities for students. GoMath's digital Personal Math Trainer on Think Central and IXL provide adaptive options for students to practice deficient skills, or to move on to more challenging tasks, depending on their demonstrated levels of proficiency. At the intermediate level, low floor-high ceiling inquiry tasks promote collaborative problem solving for all level learners. Students' collaboration provides opportunities for students to enhance their math practices of

constructing viable arguments and critiquing the reasoning of others. Exemplars are another means of providing students with opportunities to expand and generalize application of their learned math skills. Additionally, Choice Boards offer enrichment and extension, reteaching, and practice options for students.

Formative assessment is ongoing through teacher observation and evaluation of student classwork and at-home math practice. While working with students, teachers can gauge and guide students' math practices of reasoning, making sense of problems, and persevering through them. More summative evaluation occurs at end-of-unit points through paper or digital summative assessments. Teachers utilize beginning and end-of-year GoMath assessments to measure student growth throughout the school year. This information is passed forward to the next grade level to inform and guide their work in the upcoming school year.

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

Stony Brook students benefit from a scaffolded, spiraling Science curriculum based on the NJSLs derived from the Next Generation Science Standards. Topics in life science, physical science, and Earth science build upon each other as students gain deeper understandings of scientific concepts and better use of the scientific practices. We continue to update our Science curriculum as science and the standards evolve.

Learning in science is hands-on and exploratory. Our Kindergarteners study force and motion through rolling balls on ramps. Third graders participated in the Monarch Watch Monarch Tagging Program during their study of life cycles. Using drone technology, fourth grade students develop solutions to the challenges of land slope erosion faced in farming.

Students work on developing claims and providing evidence and reasoning throughout their elementary years. Inquiry is launched with phenomena, and our primary students learn to use observation skills and develop questioning skills. In latter grades, students develop claims and work on providing the evidence and reasoning to support their claims.

Additionally, engineering design takes place in our Maker Space for many of our science units of study. Our STEM (Science, technology, engineering, math) facilitator works alongside classroom teachers to provide students with engineering design challenges that connect curriculum to real-life situations. For example, as part of our Life Science studies, fifth graders responded to our recent ecological imbalance by designing spotted lantern fly traps which were positioned in trees on our school property. Their work through the design process yielded some success! Fourth graders build mouse-trap race cars to study energy transfer, and our fifth graders engineer Ozobot vehicles to collect plastic trash as they study ecosystem stability.

Our students are encouraged to reflect upon their work within the science and engineering practices to help them grow as scientists and engineers. Benchmark assessments, designed by our elementary STEM facilitators, are administered at all grade levels three times a year. Students demonstrate their ability to apply their learning about real world scenarios related to their grade level science content.

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

Our Social Studies curriculum provides our youngest learners with opportunities to learn about their families and local community. The intermediate grades zoom out so students can compare and contrast their own diverse cultural experiences with those around the world. Our curriculum stems from the NJSLs, and is designed to develop critical thinking, vivid discourse, and cultural awareness. It is regularly reevaluated and adapted to keep up with the rapidly changing world around us.

Engagement in Social Studies learning is made easier with technology, which allows students to be immersed in learning. Far away countries and cultures are explored through simulated travel experiences complete with passports and travel logs. Students hear the languages spoken and music played in far away countries. They can see dancing, how people dress, and the homes they inhabit. These virtual experiences help them grow as citizens of our global community.

Virtual field trips heighten engagement for our students. Stony Brook students have visited Howell Living Farm, Elmwood Zoo, the American Revolution Museum, and attended a Princeton Symphony Orchestra performance. They've discussed civics with the deputy mayor of our township, discussed the history of enslaved people in NJ, and the plight of indigenous people.

Through inquiry-based learning, our students develop questioning skills and participate in investigations to discover historical veracity and current day truths. Students' digital literacy skills help them sift through the overabundance of information available electronically. Information collection strategies help students gather, organize, and evaluate information. They then synthesize the information in speechmaking or debate, as they develop critical skills as 21st century learners living in a digital age. An exciting authentic result of an inquiry-lesson with fourth grade All Stars was the naming of Thomas Edison as New Jersey's State Inventor.

Alternate assessments are common in our Social Studies classes. Students role-play and debate about the conflicts of colonial times, and write and perform in plays to demonstrate their cultural appreciation. Teachers are able to assess for content knowledge as well as how students are applying the Social Studies practices throughout their studies.

1f. For secondary schools:

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

Preschool (PEECH) at Stony Brook began in 2020-2021. Limited in-person registrations prompted redesigning the program to two remote classrooms. Our Stony Brook preschool teacher taught a remote class of 4-5 year olds via Zoom for 2½ hours each afternoon. A modified district Pre-K Developmental Checklist aligned with NJ Preschool Teaching and Learning Standards was the basis for language, literacy, and math instruction, addressed through circle time, read alouds, related crafts, and other multi-sensory activities. Although it was challenging to support fine motor development virtually, social-emotional, self-help, and classroom behavior learning were creatively addressed through daily greetings, "Snack and Chat" time, and weekly show and tell to foster student interaction. School readiness behaviors, including raising hands, sitting in seats, and asking to use the bathroom were encouraged.

Our first in-person preschool began in 2021-2022 with 2½ hour AM and PM classes taught by one certified preschool teacher and a classroom paraprofessional. Equipped with masks, social distance guidelines, opportunities for outdoor snack and play breaks, and hand washing or sanitizing throughout the day, instruction is provided for all the NJ Preschool Teaching and Learning Standards in our district approved Pre-K developmental checklists. Students are making marked progress in all areas through a blend of play, whole group and small group instruction, independent centers/activities and weekly Music, Wellness, and Media Specials. Programs/curriculum include The Creative Curriculum for Preschool, Learning Without Tears, Foundations, and Heggerty for Early Pre-K and Pre-K. These teach critical thinking, handwriting, numeracy, alphabet knowledge, letter sounds, and phonemic awareness. Communication, social-emotional, problem-solving, and interpersonal skills are gained through play-based learning, and positive classroom behavior and relationships are fostered through the Nurtured Heart approach. Even without prior school experience due to the pandemic, students are demonstrating retention and application of the foundational and critical classroom readiness skills needed to successfully advance to the next year of Pre-K or Kindergarten.

2. Other Curriculum Areas:

In support of educating the whole child and celebrating each student's unique strengths and passions, all students in kindergarten through fifth grade receive an hour of art, music, wellness, Spanish, and media instruction weekly. Technology and STEM instruction are incorporated into the core subject areas. The special area programs enrich learning and allow students to develop relationships with teachers that last throughout their elementary years.

Our visual arts program encourages personal expression and communication through the elements of art and principles of design. Students explore art media including painting, drawing, sculpture, and printmaking and develop appreciation for varied viewpoints through exposure to artists of various cultures and eras. Students build self-confidence as they make choices and think critically and creatively.

The performing arts program includes general music classes for all students. Foundational music skills, including steady beat, rhythm, body movement, vocal/aural skills, and instrumental skills, are taught through games, dances, songs, composition, and instrumental performance, and playing ukulele and Orff barred instruments. First through third graders receive 30 minutes of primary strings weekly. Fourth and fifth graders participate in choir, and can choose to participate in a large orchestra ensemble. Fifth graders may also participate in band and in the after-school festival ensemble.

Our wellness program provides students with skills to develop lifelong healthy habits through physical activities, team building, problem-solving exercises, team sports, and exercise safety instruction, while encouraging healthy competition, sportsmanship and fair play. Wellness lessons cover such topics as traffic safety, nutrition, and human development. The year ends with staff, students, and parent volunteers participating in Field Day-- a fun, culminating event that allows students to practice the skills learned throughout the year.

The world language program provides exposure to Hispanic culture and uses an immersion approach to teach the Spanish language. Students learn through songs, games, cultural dances, and acting out stories using Total Physical Response to connect movement to vocabulary. Thematic lessons incorporate vocabulary and sentence structure, and students practice through interpersonal and presentational communication. Students share about their own cultures and languages which fosters connections to the classroom community.

The library media program ensures that students are welcomed into a space filled with diverse and inclusive literature affording them a sense of belonging and the opportunity to to develop understandings about the world around them. Literature appreciation is woven throughout the curriculum and allows students to explore their personal and intellectual interests. Digital citizenship units and research skills foster critical thinking and skills needed to be successful in our information-rich world.

Our technology specialist supports teachers and students in discovering and utilizing engaging technologies. Technology is seamlessly infused with the curriculum to enhance learning and support differentiated instruction. Programs that teach coding, video production, and 3D printing are taught and used on a regular basis.

The STEM lab is a maker space and learning lab available for all students. Our STEM Facilitator devises engineering design challenges drawing on the students' experiences in the classroom, connecting curriculum to real-life problems. Explorations use technologies such as 3D printers, laser cutting, robotics, coding, computer-aided desing (CAD) software, and everyday materials. Risk-taking, problem solving, collaboration, communication, and creativity are encouraged throughout the engineering design process and within science practices.

3. Academic Supports

3a. Students performing below grade level:

Stony Brook provides programs to support students performing below grade level. Our Targeted Intervention Program (TIP) includes three dedicated TIP teachers who work in conjunction with classroom teachers to identify students needing additional support in the areas of reading, writing, and math. All students are assessed three times during the year using Literably and the Johnston Spelling Inventory to measure students' reading fluency and comprehension and developmental spelling knowledge.

considered for services through our TIP Program. The plan for these students is developed at MegaTIP meetings, held throughout the school year. Our Principal, school counselor, Child Study Team Member, Special Education teacher, and the students' general education teacher(s) attend.

TIP support consists of short periods of targeted literacy instruction. These may occur during our morning WIN (What I Need) period or as pull-out or push-in instruction during the students' reading or writing periods. TIP teachers use a multitude of multisensory programs and strategies, including Foundations, Orton Gillingham, Reading Plus, RAZ Kids, Heggerty Bridge the Gap, and Heggerty Primary Extension. This additional support and time provides the support these students need to bolster skills and keep pace with their grade-level peers.

In math classes, pre-assessments are administered prior to each math unit or before starting each new math strand. Students who show incomplete prerequisite knowledge are provided additional support through flexible grouping. GoMath Reteach options, Xtra Math, Prodigy, and IXL's adaptive program are examples of some means of instructing to close gaps of understanding.

Students' progress is monitored and discussed at subsequent MegaTIP meetings. Students who are not showing progress may be moved to more intensive interventions or to our Intervention & Referral Services (I&RS) program to evaluate if additional services are needed. Students who meet grade level expectations are exited from TIP intervention, but monitored to ensure continued progress.

3b. Students performing above grade level:

Students who are performing above grade level benefit from in-class differentiated classroom instruction, enrichment, and extension opportunities. Reading and writing workshop lends itself easily to providing students with opportunities to read and write at their instructional levels. Guided reading instruction, small group strategy lessons, and individual conferring allow teachers to reach students where they are and elevate and enrich from that point. Math Choice Boards offer students enrichment options, including those provided by our GoMath program and Exemplar tasks. Low ceiling-high floor tasks support the learning of our highest performers.

Less than 3% of our Stony Brook population are identified as Exceptionally Able Learners based on multiple measures including scores from the Cognitive Abilities Test (CogATg-) assessment given in second grade. Guided by the research of the National Association for Gifted Children, primary EA students are provided academic instruction along with their peers, with differentiation provided through workshop model and math enrichment/extension activities. As Exceptionally Able (EA) students move into intermediate grades, they attend daily EA WIN sessions with our STEM facilitator during our morning WIN (What I Need) period. These students explore project-based learning through content-related projects, individual choice, and community service. These opportunities promote critical thinking, problem solving, and collaboration with like minded peers. Currently, three 5th grade EA students are building their own Arduino and coding robots. For a good portion of the year, they were engaged with project based learning involving of aquaponics. After much inquiry and research, they have planted spinach and kale in our plant-based aquarium with an intended authentic outcome of using the vegetables in smoothies which they will sell as a fundraiser.

3c. Special education:

Stony Brook has a variety of special education class placements across all grade levels allowing our students to remain at Stony Brook rather than be placed out of district. These offerings also provide placements for district students who require specialized programming not offered in their home schools and ensure best options for students' least restrictive environments. An added benefit is a more diverse community within our school.

Stony Brook's tiered levels of special education support include In-Class Support, Pull-Out Resource, and Special Classes. In-Class Support classes provide a modified general education curriculum in the general education classroom. Pull-Out Resource classes allow a modified pace of the general education curriculum

for students who require this level of support. Special classes include integrated preschool, and Multiple Disabilities (MD) 1 and MD 2 classes for students with multiple disabilities. Stony Brook and the district are willing to create special classes based on the special education population needs from year to year. All programs incorporate daily inclusion opportunities with grade level peers during Morning Meeting, special area classes, lunch and recess, and during whole-school events.

Child Study Team members work closely with students, their families, and educational staff to develop comprehensive plans for each student to meet his or her individual academic and social-emotional goals. Our speech therapists, an occupational therapist, and a physical therapist provide students with necessary related services throughout the school day. We are fortunate to have skilled and dedicated paraprofessionals to assist with students who require additional support and/or accommodations.

Our special education staff is certified in multiple specialized programs, including Orton-Gillingham, and training related to Dyslexia, allowing us to more rapidly identify and meet students' learning needs. Stony Brook students have access to a variety of tools and equipment to support their learning needs, including use of standing desks, ball chairs, swivel seats, mats, and iPads and other technology to assist with communication and learning.

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

Stony Brook is the home for our district's English Language Learner (ELL) program, welcoming ELL students and their family into our inclusive community. ELL families are invited to participate in the Family Mentor Program, which unites district families with EL families new to our community. The mentor family provides support as the new EL family adapts and assimilates within our community.

ELL students are identified using ACCESS for ELLS exam or the WIDA (World-Class Instructional Design and Assessments) Model, a shortened version of the test for newcomer ELL students. The exam is based on the WIDA English Language Development (ELD) Standards Framework. Students' proficiency with the English language is measured in four language domains-- listening, speaking, reading, and writing. Within a six point scale, students scoring at Levels 1 through 3 qualify for ELL services. Students at the Level 4 proficiencies may qualify with a cut-off score of 4.5, factoring in multiple measures including input from students' homeroom and special area teachers.

Stony Brook's ELL program is based on research that supports the philosophy that students' language acquisition occurs through integrated language and content learning. Students are immersed in the rich English-speaking environment of their classrooms where they can simultaneously acquire English language and content knowledge. Additional interventions are contingent upon their ACCESS scores. Students at the lower end of the range are provided pull out one-to-one or small group support with our dedicated ESL teacher. Here, students engage in targeted instruction with components of Avenues! ESL curriculum integrated into instruction. Students at the Level 3 and Level 4 proficiencies receive push-in support and modifications to promote learning of content and language acquisition.

ELL students' content learning is assessed formatively and summatively along with their peers, using modified assessments. Progress with English language acquisition is measured through annual administration of the ACCESS exam. All successful students exit the program and are monitored for continued progress.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

When you walk into Stony Brook, you are immediately greeted with a notion that everyone is welcome. Each year, our Principal chooses a story with an important message that we carry throughout the year. Last year, *All Are Welcome* by Alexandra Penfold brought us a theme of celebrating diversity and inclusivity which has become the backbone of our building over the years. Our annual theme complements past themes as a way to engage our entire student population at Stony Brook. Our school-wide approach for how our All-Stars treat others and themselves is called being “Star Cubed,” the “cubed” part of it being the three Rs-- Respectful, Responsible and Reasonable. These qualities are ingrained in our students starting in Kindergarten as they grow to understand that being Star Cubed is an expectation. Choices and behaviors are expected and unexpected, rather than “good” or “bad.” This framework helps students feel understood and valued, resulting in a positive environment that supports academic and social emotional growth.

Every January, Stony Brook engages students in a Kindness Challenge to encourage and recognize kind acts from our students and staff. Over the years, this event has evolved, and this year our students developed their own checklists of kind acts! We also strive to engage our students by thinking outside of the box to spark their individual creativity and interests. Student groups help to take care of our school meadow, study our bat population, and take care of our courtyard. After-school clubs engage students in topics they may be passionate about, including science, yoga, foreign languages, and baking.

When COVID hit in 2020, we needed to pivot our thinking about how to engage our students. Celebrations continued in non-traditional ways. School meetings and assemblies moved to a virtual format. Our graduating 5th graders were celebrated with a drive by parade. We found new meaning in our remote world by organizing virtual field trips, exploring places we could never visit on a school bus. Remote students enjoyed “Show & Tells” about family pets and things in their home, and celebrated their differing strengths with Zoom talent shows. Remote teachers hosted playground meet-ups for students, where students who had only interacted through Zoom could come to our Stony Brook playground to play with classmates. Our counselor hosted virtual lunch bunches for remote students in each grade level to “hang out” and chat with one another during lunch. All of these new initiatives were vital in keeping our students engaged in our school community, even from a distance.

2. Engaging Families and Community:

Stony Brook is supported by an involved community of students, staff, parents, our PTO, and other community members and groups. Contributing to this is outreach to engage our families and community members throughout our school year. We start by offering a summer kindergarten camp to our newest learners, inviting their families to a special open house prior to the start of the year where they learn about what's to come for their children. An August open house offers new and returning students and their families the opportunity to tour the school, preview their classrooms, ask questions of staff members, and meet with PTO representatives.

On the first day of school, we celebrate students' return with a festive gathering on the outside blacktop, where students are greeted by their new teachers and other staff members, students and families reconnect, and classes parade into the school to the beat of All Star music. In late September, Back to School Night offers parents an opportunity to meet their children's teachers, learn about the curriculum, and visit with our principal and local community representatives.

The school community has a strong connection with local outreach programs. Partnerships with Mill Hill and the Birchwood Senior Center provide Thanksgiving baskets to underprivileged families. These acts show our school family that giving to others is part of our school mission of demonstrating goodness. The school collaborates with a local housing neighborhood to provide Title I family nights to strengthen the school/family bond. During these evenings, teachers develop learning stations to supplement students' learning. In the summer months, the school provides a JumpStart program for Title 1 students to prepare

them for the upcoming academic year.

The pandemic changed the lives of many, yet Stony Brook remained strong. Administration kept parents informed of COVID protocols and how to receive assistance when needed. Verizon routers were provided to families needing them for online learning. Teachers and staff arranged pick up and drop off of remote materials on a weekly schedule. Families participated in virtual holiday celebrations, Meet/Zoom family nights, and parents were invited to be virtual mystery readers. Teachers and staff made music videos to celebrate our communities' hard work. Once we returned to school, open communication through phone calls, email, and Meets/Zooms continued. Parent events remain virtual or inside large spaces with COVID protocols, and PTO support has continued through funding, appreciation activities, and supportive messages. Through it all, Stony Brook was able to meet the needs of our families and family and community engagement flourished through new means.

3. Creating Professional Culture:

Communication, collaboration, and growth are the building blocks that define our school's professional culture. Our students, staff, and administration embody the belief that open and clear communication makes everyone feel that they are heard, respected, and part of the community. Our strength lies in knowing that we rely on each other for support, and our mindset as professionals is to model that learning is a lifelong endeavor.

Specific opportunities for communication between staff and administration here at Stony Brook have been thoughtfully organized and are valued as recognition that all voices are important and are being heard. Principal's Cabinet is a committee composed of our Principal and representatives from each grade level, Special Areas, and Special Education. These monthly meetings serve as a means for information to be shared between administrators and staff, to help staff to be more aware of the goings-on in other classrooms and around the building, for problem solving, and to gather ideas for building based projects and professional development. The Principal also publishes a weekly staff bulletin in which scheduling information, celebrations and special announcements, and connections to local resources are shared.

Stony Brook staff recognize the importance of collaboration in order to continue to grow professionally and to support one another through challenges such as the COVID pandemic. Over the past several years, our staff has been encouraged and celebrated for sharing their knowledge and ideas as we developed a plan for keeping our school community safe for learning as we transition to remote and hybrid models of learning. Teachers supported one another by creating video tutorials to show others how to use different technology during online learning. Units and lessons were created by teams of teachers, modified to be used for remote teaching, and shared among grade levels and even other schools in the district. Ongoing practices that have supported collaboration and professional growth even before the pandemic include weekly professional learning communities (PLCs), monthly grade level meetings, and a new teacher mentoring program. Committees, such as Spirit Committee, Green Team, Culture and Climate, and School Safety, give staff opportunities to collaboratively learn and grow together about focused aspects of our school. In addition, staff support one another by inviting colleagues to observe their teaching and by sharing new knowledge gained from out of district workshops and other professional development. Staff also play key roles in planning and leading professional development workshops.

4. School Leadership:

The leadership of an elementary school is tasked with creating a safe, nurturing, and challenging environment in which students and staff can grow. At Stony Brook, every member of our leadership team strives to build and foster the relationships necessary to develop this culture. Our formal leadership team includes the Principal, Guidance Counselor, Teacher Leader, PTO, and Student Council.

The Stony Brook All-Stars' motto is "Seek truth, appreciate beauty, and demonstrate goodness." The common language about expected and unexpected behaviors in our "Star-Cubed" model is a cohesive policy that shows our students how much we value the care we give one another through our actions and words. Morning announcements are developed by school leaders with daily themes that bring attention to the ways

All Stars can contribute to the safe, welcoming nature of our school--Mindfulness Monday, Take Care of the Earth Tuesday, Peace Pledge on Wednesday, Thankful Thursday, and Poetry Friday.

Our Principal encourages creativity, purposeful work, and collaboration among students and staff. Teachers are given the space to teach, with support and encouragement to find ways to best meet students' needs. A residual effect is a plethora of informal leaders, who continually work to create opportunity, guide, and uplift students and each other. Organized programs for staff create opportunities to focus on student achievement. I&RS (Intervention and Referral Service) is a committee of the Principal, Guidance Counselor, Speech, Child Study Team (CST), and General Education teachers who assist in finding additional ways to meet the needs of students. TIP teachers meet to analyze data and develop strategies to support struggling learners.

Students know our Principal and other school leaders, thanks to their active presence in the building--visiting classes, joining students at lunch, and being outside at recess or during outdoor learning. Students are invited to have a voice in our building by participating in Student Council and Safety Patrol, and taking part in community-building activities including School Meetings, Constellations, and various clubs.

Throughout the pandemic, our leadership team worked diligently to ensure that everyone entering the building could do so safely and be able to learn and do their job. Input from staff was listened to and considered. Extra communication, including over the summer, was done through Zoom meets and emails to keep everyone advised about changes and procedures for transitions to remote and then hybrid learning. Our Principal recorded his morning announcements so that remote students could still hear them, coordinated material pick up days for remote learners, covered classes when no substitutes were available, and pushed district administration to make adjustments to staffing to create smaller class sizes which allow for social distancing.

5. Culturally Responsive Teaching and Learning:

Culturally responsive teaching has been a focus of the teachers and staff members at Stony Brook for the past several years. We have a new reading library that focuses on culturally responsive teaching themes. Our Media Center continues its initiative to purchase and promote diverse literature. We use age-appropriate texts to spark discussions about current events in cultures around the world, including the social and political unrest we have seen in recent years. While we transitioned to remote learning in the Spring of 2020, our Principal, along with teachers and our School Counselor, hosted Zoom meetings for students who wanted to discuss current events. One meeting we hosted included a read aloud to encourage racial literacy and gave students space to share their thoughts and feelings about the current event of George Floyd's murder. We have found that it is vitally important to acknowledge events like this in an educational setting, and allow students the space to connect with one another and share.

Our Stony Brook Together group is an after school club where teachers and students collaborate on projects to promote discussion and educate the larger student population about diversity and inclusion. One of their recent projects involved presenting about different cultural holidays in the format of an artwork display and video. Another project was the Teach Us Your Name initiative where students created name plaques describing the cultural significance of their names and displayed them around the building. We also encourage culturally responsive students through our school-wide Constellation activities. In our building, each teacher leads a Constellation group, which is a randomized group of students in 1st through 5th grades. These groups meet regularly to participate in discussions and activities related to cultural competence. One activity we have done in recent years was our painted hands project. Each student used different shades of paint to create a handprint with their unique skin color. We discussed the ways our skin color, race, and ethnicity make us unique.

Our teachers make an intentional effort to weave discussions of different cultures into their everyday teaching. We pride ourselves on having a welcoming environment, so that our students feel accepted and unique because of their differences (not in spite of their differences). During our extended remote learning time, we invited families to Zoom into classrooms to share about their cultural traditions and holidays, so that we could make connections beyond our physical school building.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As a neighborhood school built concurrently with its surrounding development of homes, the Stony Brook community has always enjoyed a uniquely supportive alliance. A component of this is an intentional, focused approach by Stony Brook educators to build relationships with students, their families, and within our teaching community. This has proven to be the most instrumental practice to successfully support and educate students prior to, throughout, and beyond the pandemic.

Stony Brook students build long standing relationships with their special area teachers, Constellations group leaders, and our school counselor and nurse throughout their K-5 years. Everyday, they connect with paraprofessionals, our cafeteria staff, and our school safety officer, office staff, and principal. Each Spring, teachers collaborate to ensure students' class placements for the next school year are optimal for developing connections with their teachers and classmates. In all settings, tenants of Responsive Classroom and Nurtured Heart contribute to building relationships, and in our culturally responsive environment, we build appreciation and celebrate each other. Fostering these relationships helps us understand each other's needs, allowing us to build safety and security, a prerequisite for academic learning. It also guides opportunities for differentiation and engagement in learning.

The focus on intentional relationship building was highlighted during the recent period of remote learning. Although physically apart, spending hours each day in each other's homes provided a more intimate and close up understanding of each other's lives, feelings, and emotions. This prompted expanded, individualized social emotional learning (SEL) support, and dynamic adaptations throughout each day to promote health and inspire academic progress for each individual.

Upon returning to school with masks and social distancing, this dynamic response to meet each others' needs continued. Our expanded toolbox of SEL tools supported our vigilance to gauge and uplift our next group of students. We were able to develop even deeper relationships within our smaller classes, elevating feelings of safety and propelling learning of compacted curriculum during abbreviated school days.

Administrators, teachers, and staff were also strengthening relationships with each other. Collaboration was at its maximum, as we supported each other while determining the best ways to educate and support our students and their families through unfamiliar times.

Now in the "endemic," relationship-building continues to be at the forefront of our practices. We utilize our pre-pandemic strategies, strengthened by all we learned during the pandemic. There's a greater appreciation for the value and impact of these endeavors as they relate to the social, emotional and academic growth for our students.