

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[X] Choice

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

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

School Mailing Address 4124 East North Street
(If address is P.O. Box, also include street address.)

City Greenville State SC Zip Code+4 (9 digits total) 29615-2351

County Greenville County

Telephone (864) 355-6700 Fax (864) 355-6719

Web site/URL https://www.greenville.k12.sc.us/mitchell/ E-mail akern@greenville.k12.sc.us

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. William Royster E-mail wroyster@greenville.k12.sc.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenville School District 01 Tel. (864) 355-3100

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. Roger Meek
(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):
- 52 Elementary schools (includes K-8)
 - 24 Middle/Junior high schools
 - 19 High schools
 - 0 K-12 schools
- 95 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	23	11	34
K	34	45	79
1	60	62	122
2	48	39	87
3	40	38	78
4	41	47	88
5	38	52	90
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	284	294	578

*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):
- 0.5 % American Indian or Alaska Native
 - 2 % Asian
 - 27 % Black or African American
 - 12 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 11 % 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: 2%

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	5
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	7
(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	559
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Arabic, Bulgarian, Portuguese, Spanish, Vietnamese

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

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 242

8. Students receiving special education services with an IEP or 504: 20 %
117 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>23</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>23</u> Developmental Delay | <u>33</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	27
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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

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%	94%	95%	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. 2000

15. In a couple of sentences, provide the school’s mission or vision statement.

It is the mission of Mitchell Road Elementary School to offer students a quality education in a safe, inviting environment while helping them learn responsibility, self-discipline, and respect for others.

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

“In accordance with Federal Law and U.S. Department of Agriculture policy, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, or disability. To file a complaint of discrimination, write USDA, Director, Office of Adjudication, 1400 Independence Avenue, SW, Washington, D.C. 20250-9410 or call toll free (866) 632-9992 (Voice). Individuals who are hearing impaired or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).

USDA is an equal opportunity provider and employer.” (Revised 2014)”

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

Mitchell Road Elementary is a choice school. The Greenville County Schools Planning and Demographics Department determines the number of available spaces in each grade level based on the number of students currently enrolled within the school’s attendance area. Once the number of spaces has been determined, parents are able to complete an application form that is time and date stamped and submitted to the district Planning and Demographics Department. Students are accepted on a first come, first serve basis.

PART III – SCHOOL OVERVIEW

In the Fall of 1966, Mitchell Road Elementary opened its doors for the first time. It was a school for students grades one to six. The staff consisted of a principal, 10 teachers, a part-time librarian, a part-time secretary and a janitor. By the next year, the school had grown to include an office, a cafeteria, and another wing that housed eight additional classrooms. An additional wing, an enlarged library, and an office area with a health room were added in 1972. The school underwent a complete renovation in 2001. Today Mitchell Road houses 39 classrooms for students in pre-kindergarten through grade five, including three special education classrooms. The school also has a large media center, music room, gym, art room with a kiln, computer lab, STEM (Science, Technology, Engineering, and Mathematics) Lab with telecommunications capability, physical and occupational therapy rooms, three playgrounds including one adaptive playground, and an outdoor courtyard. Beautiful murals and award-winning student artwork fill the school walls. Today our staff consists of 80 members who each contribute to and support the academic, creative and collaborative environment for which Mitchell Road is known. In 2016, we proudly celebrated our 50th Anniversary and today, our school is 56 years old!

Mitchell Road is one of nearly 100 schools in Greenville County, South Carolina. We are centrally located in the county, surrounded by established neighborhoods, apartment homes and businesses. Our community is highly diverse with up to twenty-two nationalities, which is an accurate representation of the families and cultures throughout Greenville County. Mitchell Road seeks to meet the needs of our community by providing flexible schedules for Open House, PTA (Parent Teacher Association) meetings, and conferences. We seek to promote a community of learning for both parents and students through classroom/family projects, opportunities for parent speakers, parent interactions in the classroom, parent and community guests on the morning news show, lunch and learn programs for parents, and community speakers to speak on topics of interest, such as internet safety, to families at PTA meetings.

Our main priority is meeting the needs of our students. Keeping students first, we can address student achievement as well as the social and emotional needs of the students. The goals of the School District of Greenville County and the South Carolina Instructional Standards are the driving force behind instructional decisions at Mitchell Road Elementary. Teachers work collaboratively to discuss data in order to plan specific quality instruction to meet the educational needs of our students. Administration frequently asks teachers what materials are needed to enhance the instructional program in their classroom. Then follows - up with purchasing additional supplies or instructional materials. Capturing Kids' Hearts and Greenville County Schools Balanced Literacy Framework are just some of the best practices that have been implemented school-wide. We attribute our continuous improvement to our committed leadership, faculty, students, parents, and community volunteers. Our PTA actively supports our school through fundraising and volunteer hours. Parents have many opportunities to be involved in their child's education. Opportunities include tutoring, volunteering in classrooms or the office, mentoring students, serving on committees, landscaping, chaperoning field trips, etc. The active involvement of the school's PTA helps provide programs that benefit all children. Two community churches work with leaders at our school to meet the material needs of the students by providing food bags, school supplies, and bookbags. These organizations also participate, along with our parent volunteers, in landscaping, playground improvement, painting, and other school projects. Community volunteers also work with our students as mentors, to provide encouragement and recognition to individuals.

Mitchell Road Elementary has a number of programs in place to develop self-esteem and promote responsibility and pride in our school including Capturing Kids' Hearts, Black History Celebration, American Education Week, and Red Ribbon Week. The Kiwanis Club sponsors Terrific Kids, a program for students who work to improve grades, leadership skills, and behavior. Students have opportunities to develop leadership skills through programs such as safety patrols and as morning news show correspondents. Students also have opportunities to develop interests and friendships through club activities such as Lego Club and Chorus. Mitchell Road appreciates all of our students and the teachers emphasize that everyone is important and students are to respect the value of others.

Mitchell Road has three self-contained special education classes as well as resource classes to provide

support to students with special needs and academic needs. Students in resource classes work in small groups with the special education teacher for a portion of the school day, but spend most of the day in a regular education classroom. The aim of the resource class program is to provide instruction focused on helping each child reach his/her potential. Students in self-contained classrooms spend the majority of their day with the special education teacher and work to meet individualized goals.

Mitchell Road Elementary provides enrichment and remediation programs for students as needed. For example, students identified as academically gifted receive enrichment services with a certified Gifted and Talented teacher. The Gifted and Talented program is designed to challenge students with rigorous, complex classwork and research. Remediation services are provided to students that are identified as performing below grade level expectations. Currently, we have one full-time interventionist and two part-time interventionists that serve students in grades one through five with reading and math. In addition, we have one certified multilingual teacher that works with our students whose primary language is not English.

Mitchell Road Elementary is a strong, family-oriented school where we pride ourselves on the successes of each child. Our school motto “Learning Today...Leading Tomorrow” is our driving force. We are focused on student learning as we develop future leaders.

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:

Mitchell Road teachers continuously strive to provide quality instruction and positive learning environments. Teachers collaborate through grade levels and in professional learning committees to evaluate and make decisions about curriculum, instruction, and student achievement. This planning enables our teachers to provide quality instruction as well as great classroom environments.

A positive and safe classroom environment is essential to learning and teachers seek to provide and maintain caring classroom communities. Students are encouraged to take ownership in their classroom community by helping to determine the rules and consequences. Teachers and students compose and sign a classroom social contract which states the rules and what everyone agrees will provide a happy and safe learning environment. The contract is displayed prominently in each classroom. Teachers promote a caring classroom through the use of a Social and Emotional Learning program (SEL). The teacher holds regular classroom meetings which encourage discussions of essential characteristics of good citizenship and a caring classroom. Students are encouraged to praise one another and applaud their successes.

Student engagement is also essential to learning. Teachers design meaningful learning activities that enable students to interact with the materials and each other. Students work on collaborative projects in small groups and in pairs, which provides opportunities for student engagement and meaningful conversation. This student-centered learning approach allows students to drive their own learning.

Essential skills are incorporated into the curriculum through South Carolina State Standards and innovative district-developed units of study. Students attend classes in the STEM lab where they work on hands-on cooperative projects that develop their knowledge of the scientific process. Students attend classes in the media center and computer lab to develop their technology and research skills.

By incorporating student-centered learning into the classroom program, teachers are able to use strategies that meet the needs of our diverse population. Student-centered learning is also supported by the Balanced Literacy Approach to learning that Greenville County Schools has adopted.

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

Balanced literacy supports the teaching of reading and writing across all academic areas, including science, math, and social studies, not just in reading and writing classes. Teachers at Mitchell Road provide authentic opportunities for reading and writing throughout the day. These activities enable students to work cooperatively as they discuss stories or news articles, proof-read for each other, and explore new ideas. These activities promote conversation about reading and writing and this fosters growth in these areas. Each classroom is a community of readers and writers!

Daily reading and writing instruction includes mini lessons, independent reading and writing opportunities, guided reading groups, strategy reading or writing groups based on individual needs, and conferencing. Word study includes phonics-based instruction for the primary grades and vocabulary-based instruction for the intermediate grades. This research-based framework has been used successfully in schools across the nation.

Teachers use the Fountas and Pinnell Benchmarking System to assess students up to three times a year. Teachers are able to analyze each student's specific reading needs so they can provide individualized reading instruction. While the teacher works with individuals and small groups in reading, the other students read independently. Students read self-selected books as they work to increase their reading stamina by gradually reading and maintaining focus for longer periods of time. Each classroom houses an extensive

library that provides students with access to over 400 books. Teachers utilize a sizable guided reading library (200 titles for each grade level) for small group instruction. Teachers have the Fountas and Pinnell Continuum of Literacy in their classrooms which empowers teachers to become familiar with strategies and comprehension skills at each reading level. Teachers are able to provide instruction that prepares readers to meet the demands of more challenging texts over time. Teachers also use Mastery Connect, a program adopted by the district, to assist in providing students with varied Depth of Knowledge leveled questions to improve students' critical thinking with each reading standard. Students can see their data and are motivated to improve their scores. Teachers use the data to reteach, if necessary.

Our school uses the Lucy Calkins writing curriculum which encourages writing partnerships and conversations about writing throughout the curriculum. Students select their own writing topics and develop a piece from brainstorming to publication. Students learn the writing process in kindergarten and as they progress through each grade level, teachers continuously develop and refine the process by adding age-appropriate writing skills.

Primary teachers implement literacy stations into their daily class routines. This provides our youngest students with additional hands-on opportunities to explore literacy concepts. One literacy station always incorporates independent reading, as teachers constantly encourage students to build reading stamina.

Mitchell Road has one full-time interventionist and two half-day interventionists. Interventionists use information from FastBridge and Fountas and Pinnell benchmarks to identify struggling readers. Struggling readers in grades 1-5 receive an additional 30 minutes of reading instruction using Fountas and Pinnell's Leveled Literacy Intervention (LLI) program. Interventionists progress monitor students to track reading growth. Our kindergarten assistants use the Reading Horizons program to work with students who are struggling with early reading skills. They also progress monitor their students.

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

Math instruction in all grade levels at Mitchell Road Elementary is aligned with the South Carolina Math Standards, National Council of Teachers of Mathematics (NCTM) standards, and the newly adopted Big Idea math series. Students receive instruction in the math content areas of Number; Shape and Space; Measurement; Data Handling; and Algebra. (Algebraic concepts are introduced in grade five.) Math learning standards are addressed in the classroom through direct instruction, demonstrations, group activities, and hands-on activities geared to promote a strong foundational understanding of math concepts. Through varying mathematical activities, students capitalize on previously learned knowledge and focus on building number sense, basic numerical operations, algebraic concepts, geometric patterns and relationships, measurement, logical reasoning, and probability and statistics. Math activities are geared to stimulate interest in mathematical learning. Hands-on activities help students understand and apply basic mathematical concepts as well as computation skills.

Students are provided with opportunities to build connections with real-life experiences through group activities as well as class projects and hands-on exploration. Concrete math activities are used regularly to provide a strong foundation that reinforces student learning and understanding. Students are regularly encouraged to explain their thinking. Students are also encouraged to work in cooperative groups so they can learn from each other as they discuss mathematical concepts. Older students work together to solve real life problems by using math. Working in cooperative math groups promotes creativity and the ability to think and express ideas mathematically. This develops math vocabulary and a deeper understanding of more abstract mathematical concepts. Math programs such as the Everyday Calendar Math, Reflex Math and Xtra Math provide supplemental support in remediating and enriching students' learning experiences.

Student progress is continually monitored in a variety of ways. Teachers use daily formative assessments such as quick checks, group discussion, responses with hand signals, individual white boards, etc. These daily assessments guide in-the-moment teaching and help teachers plan enrichment and remediation activities. Teachers also consistently use spiral math reviews to help students review and retain knowledge. Teachers use data from spiral reviews to identify areas of need. Summative assessments, such as Mastery Connect, are used to evaluate student learning. Mastery Connect benchmark data is used throughout the NBRS 2022

year, as it also prepares students for state testing. Students are invested in the Mastery Connect program. They receive immediate feedback and this motivates the students to improve their performance.

Some students receive additional support through special education resource services. The level of support provided to students is strictly dependent on the needs of the students. Services range from consultative to individual assistance. This year is the first year Mitchell Road has had a part-time reading/math interventionist who serves the fourth and fifth grades. This teacher pushes in to one fourth grade group for math instruction and pulls other small groups out to work with them separately.

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

Mitchell Road teachers work to incorporate creative science activities that inspire curiosity and learning in their students. Science learning standards are addressed through direct instruction, demonstrations, and hands-on experiments. Our district provides us with Project Science kits for curriculum-based hands-on units. All kits are equipped with lessons and supplies to offer opportunities for exploration and discovery using the scientific method. Students use journals to record observations and other information. Students work cooperatively as they explore new concepts, thus promoting oral language, scientific vocabulary, and comprehension of the subject matter.

Classes visit the STEM lab that was added to our facility during the renovation every other week. There, an instructional assistant provides hands-on activities that support core instruction. These activities include the use of tools such as microscopes and magnifying glasses to make observations of events that occur in a natural or designed system and to construct an evidence-based account of the subject matter. The STEM lab assistant incorporates virtual field trips that support the science standards. The instructional assistant spearheaded our school's sustainable garden project which provides students with a look at how food is grown and harvested. In the science lab, the instructional assistant emphasizes the phenomenon of plant growth and development from seed to flower to vegetable to table. Students help plant and care for flowers and other plants.

Mitchell Road teachers take advantage of learning experiences through Greenville County Roper Mountain Science Center (RMSC). Teachers regularly take their students on field trips to RMSC for hands-on learning experiences. Classes participate in virtual field trips sponsored organizations such as RMSC, Texas Wildlife Association Conservatory, Resource Education Office for Grand Canyon National Park and Glacier National Park Alaska. In addition, the state-adopted textbooks are provided for each student in the school.

Teachers regularly evaluate their students through the use of formative assessments in daily lessons (quick checks, exit tickets, group discussion, responses with hand signals, etc.) to guide in-the-moment teaching and to help plan review/remediation. Teachers also use spiral reviews to constantly help students review and retain knowledge. Summative assessments, such as Mastery Connect, are used to evaluate student learning and identify areas in need of remediation. Mastery Connect benchmark data is used at three points during the year to evaluate learning and identify gaps in understanding, as well as to prepare students for state testing.

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

Social studies instruction centers on the themes of history, economics, geography, civics and government, and culture. Social studies learning standards are addressed through direct instruction, demonstrations, and collaborative projects. Through the use of such projects and activities teachers have moved from requiring rote memorization of facts to enabling students to have authentic conversations and celebrations, when appropriate, about the current theme in social studies.

Interactive read-alouds and novel studies incorporate themes in history and cultural diversity and appreciation. Through literature, students are able to have in-depth discussions allowing for deep understanding of the subject content. Classroom libraries include books with main characters who represent the cultures of the students in the classroom. School-wide celebrations such as Black History Month and Christmas Around the World also promote cultural awareness and appreciation of diversity. Students are

encouraged to dress in a way that honors their heritage during school projects such as Fifth Grade Immigration Day and Christmas Around the World. Parent volunteers often provide food honoring their culture for students to taste and visit classrooms to share more about their culture.

Responsible citizenship is a school-wide theme promoted through the Social and Emotional Learning program. Responsible citizenship traits include: compassion, cooperation, empathy, honesty, and respect. Teachers use a district-supported curriculum and hold regular classroom meetings with activities geared to promote understanding and the incorporation of these traits. In addition, every year teachers and students work cooperatively to determine classroom rules and make social contracts. Students learn the importance of laws, rules, and fairness and responsible citizenship.

Teachers regularly evaluate their students' social studies knowledge through the use of formative assessments in daily lessons, such as quick checks and responses with hand signals. Teachers use spiral reviews to help students review and retain knowledge. Summative assessments, such as Mastery Connect, are used to indicate mastery or identify concepts in need of reteaching.

1f. For secondary schools:

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

Mitchell Road is one of twenty-two elementary schools in the district with a full-day four-year old kindergarten program. This class currently serves twenty students. This program is offered for students who are considered to be at-risk for success in school. Children must be four years of age by September first of the current school year in order to be eligible for this program. Eligibility is based on academic or developmental needs, low family income, and low parent education level.

The goal is to prepare students for success in kindergarten. Instruction is based on the Reggio approach, which is a student-centered method that focuses on learning through creativity, exploration, discovery and play. Emphasis is placed on small groups and one-on-one instruction with manipulatives to provide hands-on opportunities for learning.

Literacy and language instruction incorporates creative activities including movement, singing, oral games, and sharing to promote oral language development including rhymes, vocabulary, and letter sounds. Children explore through language and literacy activities, inviting them to do projects that involve sorting, comparing, matching, etc. Students have access to a classroom library of picture books that enables them to learn concepts of print. The classroom provides a literacy-rich environment with labels, signs, and student names, prominently displayed. The literacy-rich environment leads to a discovery of letters and words through natural experiences in reading.

The teacher utilizes the Fountas and Pinnell interactive reading curriculum which includes 120 quality children's books for interactive read-alouds and 25 text sets (six copies each) for use in small group reading instruction. Interactive read-alouds promote literacy and language as students and teachers have conversations about books. The teacher also does a shared reading lesson with a big book, so students can see the words as the teacher reads.

The curriculum focuses on natural learning experiences without worksheets or rote instructional activities.

2. Other Curriculum Areas:

At Mitchell Road all students in K-5th grades receive instruction in art, music, physical education, and technology in the computer lab time once a week for 45 minutes (Kg 30 minutes). Students also visit the media center and STEM (Science, Technology, Engineering, Math) lab every other week. All related arts areas follow frameworks developed by the state. Art and Music both use texts adopted by the district. These curricula are supplemented with other books, videos, instruments, reproductions and a variety of media.

Creativity is also a large component of the related arts curriculums at Mitchell Road.

The art department participates in the Poinsett Postcards painting contest where the students' collaborative piece is displayed throughout the month of December in Downtown Greenville. The students' work received the People's Choice Award in 2020, and First Place Overall in 2021. Our Mitchell Road students showed their artwork in a district art show held off campus, and coordinated by the district art teachers. Many of our classroom teachers incorporate artists from the community through the SMART ARTS program which is funded by grants. These artists work with teachers to provide an art integration into any subject area.

Music instruction provides opportunities for students to interact through playing instruments, singing, creating, and reading music. Students may participate in the school chorus as well as a Broadway musical that is performed in the spring. Honors Chorus students participate in a district-wide Spring Sing. Music education provides all students with the opportunity to learn a lifelong skill.

Physical Education (PE) provides a framework geared to lead students to an appreciation of lifetime physical activity. The PE teacher instructs students in numerous physical activities incorporating various movement skills. Physical education provides students with a social atmosphere that leads to positive interactions, cooperation, and self-expression.

The media center is operated by a certified media specialist. She coordinates her lessons with teachers at each grade level and works with students to integrate information literacy skills with classroom activities. The media specialist works with students to help them find reading material that is at an appropriate level and of interest to them. She promotes an enjoyment of reading and motivates students to try a variety of reading materials.

An instructional assistant works in the computer lab to provide quality technology instruction to students. She instructs students in keyboarding skills and works with students to help them to be successful in digital learning and to provide them with technology skills needed to be successful in today's society.

An instructional assistant works in the STEM lab and she has students working throughout the year in our sustainable garden in which they plant seasonal produce and a variety of other plants. The students are responsible for maintaining the garden. The students are allowed to harvest the vegetables grown in the garden to share at home with their families.

Our guidance teacher coordinates with teachers to provide character-building lessons to students throughout the year. These lessons and other services help children to develop positive personal and social skills, achieve academic success, and promote career awareness.

3. Academic Supports

3a. Students performing below grade level:

Instruction at Mitchell Road is based on a Multi-Tiered System of Supports (MTSS). MTSS combines a focus on quality core instruction with student interventions ranging from mild to intensive. Students' needs are addressed through whole group, small group and individualized instruction. Data-driven decisions reflective of student performance on formative and summative assessments assists in determining the most appropriate approach and planning for instruction.

Students who are performing below grade level have multiple opportunities for intervention within and beyond Tier 1 instruction, which is provided by the classroom teacher. Some interventions begin before the school day even starts. Our doors open at 7:00 a.m., 45 minutes before the instructional day begins. During this time, teachers offer small-group tutoring to designated students who are struggling as identified by classroom performance and test scores. Another example is intervention provided during the school day by reading and math interventionists who pull students for intensive instruction in their areas of weakness. Students are closely monitored for progress every 10 days to determine if there should be more or less support. Kindergarten assistants also provide early intervention to our youngest students who come to school

with deficits. In order to track student progress and identify students who are in need of additional support, we use a program called OnTrack. This program is a data-based system designed to identify the root cause of a student's struggle and provide interventions and supports to help that student succeed. Supports range from reading intervention to social work services to full psychological testing to determine special education eligibility. We have a team who uses an Early Warning Response System that pulls students' course grades, attendance, and behavior referrals to "flag" students in need. We also rely heavily on teacher and parent referrals. This system has been integral to helping us identify and address student and family needs.

3b. Students performing above grade level:

Students who are performing above grade level benefit from many of the same supports given to those who are under-performing. Tier-1 instruction is the first level of support and where students who are performing above grade level get most of their needs met through differentiated instruction. With consistent data analysis, teachers adjust instructional plans and activities to best support each student. Guided reading and math groups are implemented to enrich students' learning and to challenge students' depth of understanding. Through the use of a Balanced Literacy Program, students who read and write above grade level are able to read texts on their level and have discussions with other students who are also working above grade level. Literacy circles, book clubs, and guided reading groups enable students to dig deeper into the meaning and understanding of various texts.

Another support for students performing above grade level is the Gifted and Talented Program. Students are identified in the second grade based on a norm-referenced ability and achievement test. They are then able to attend the gifted and talented classroom once each week for third through fifth grades. In this classroom, students participate in enrichment learning experiences such as designing bridges and studying Shakespeare. In addition to the gifted and talented program, students have many opportunities for enrichment through programs such as Lego Robotics and Beta Club. In these programs students participate in community service and work to maintain a high level of achievement.

3c. Special education:

Mitchell Road Elementary provides special education services to all students identified with a disability in accordance with the Individuals with Disabilities Education Act. Mitchell Road's special education team consists of two resource teachers, two teachers serving students with intellectual disabilities in a self-contained classroom, one self-contained preschool special education classroom, one physical therapist, one occupational therapist and two speech and language pathologists. Our special education teachers are specifically trained to provide individualized instruction and assistance designed to meet the individual needs of students identified as having disabilities. Students enrolled in special education classes have an IEP (Individualized Education Program) that delineates a student's strengths and needs and sets goals for learning. Levels of special education support provided to students is directly related to each student's individual needs and learning goals.

Resource teachers provide services through a co-teaching model in addition to pulling students from the classroom to provide individual or small group instruction. Students receiving resource services utilize programs, such as Reading Horizons, Making Connections and Wordly Wise 3000. Each program provides scaffold instruction to reinforce foundational skills in phonics, reading comprehension and building vocabulary. For math, resource teachers pull from a variety of instructional materials to supplement instruction in the classroom and state standards.

Each self-contained classroom consists of one special education teacher and two paraprofessionals. Students' IEP goals are supported through hands-on and multi-sensory experiences and specialized programs, such as Unique Learning Systems, STAR Autism Support (Strategies for Teaching Autism Based on Autism Research), Read It Once Again, Handwriting Without Tears, and Social Thinking. These programs provide intense focus on foundational skills in the areas of math, language/speech, cognition, socialization, fine/gross motor skills, music and rhymes, and daily living skills.

In addition to academic support, students may receive speech and language services, occupational therapy,

physical therapy, or a combination of these services. Assistive devices and technology may be used to support the curriculum. In addition, students in self-contained classrooms are provided opportunities to integrate with general education students in settings such as the general education classrooms, related arts, school assemblies, field trips and peer buddy programs.

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

We have 72 multilingual learners (MLs) that attend Mitchell Road Elementary. Students who have not met our state's exiting criteria are provided with direct instructional services through the pull-out and consultative program service delivery models in accord with their English proficiency level and academic needs. The ML teacher collaborates with classroom teachers to create an Individualized Language Acquisition Plan (ILAP) which documents specific instructional and assessment accommodations to be provided in the classroom for each ML based on their individual language needs. Students who have met our state's exiting criteria are monitored for 4 years and provided with support and accommodations if needed.

For students new to the country and who have been in schools in the United States for a year or less, direct instruction is provided for at least 45-minutes daily. The ML teacher uses REACH In the USA, our district's adopted curriculum specific for Newcomers. Our Newcomers also use as a part of our curriculum, Lexia English, formerly Rosetta Stone English, to practice their listening and speaking.

Another piece of curriculum implemented in the classrooms to support MLs is Lexia Core5, a research-based literacy program. This program helps to fill-in literacy gaps that each student may have based on a placement assessment built into the program, so that individualized instruction can be developed for each student's particular needs in literacy. Students work on the program at set times by their classroom teacher for at least 10-15 minutes daily. The ML teacher monitors students' progress and provides direct instructional lessons to students as needed. As students move along through the program and move up in levels, they are celebrated and receive a certificate to reward their progress and hard work.

For MLs who have been with us for longer than a year and have higher proficiency levels, service can range from 30-45-minutes weekly. During small group instruction, the ML teacher uses the lessons provided in the resources of Lexia to provide direct instruction. They may also use lessons and resources from REACH Phonics for additional supplemental materials. Depending on service requirements, the ML teacher may co-teach with the classroom teacher to provide support services within the classroom setting.

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

At Mitchell Road we have a 69% pupils in poverty rating, which means that a large majority of our students lack basic resources to have a successful school experience. In order to address these needs the school leadership team has implemented a program called "Mustang Packs," as well as a clothing closet. We have partnered with a local church to provide weekly bags of food for students in need. The church also provides Thanksgiving meals and Christmas gifts so that our students have basic and even extra comforts to be successful in school.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our students' well-being is key to their success. At Mitchell Road, we engage students through a variety of academic, social, emotional, and college and career-ready opportunities. We follow a district-designed instructional protocol that includes providing diverse ways for students to interact with content. We motivate students through encouraging a growth mindset over a fixed mindset, along with establishing high expectations and clear goals. Students take ownership of their learning by tracking progress, goal-setting, and peer evaluation.

Our students' social learning is a priority at Mitchell Road. One of the most effective ways we promote a positive social climate is through our daily news show. We promote positivity with content generated from students, teachers, and staff around the school. This is a time for sharing diverse literature, student life experiences, affirmations, current events, and other school happenings. Social learning is also supported through diverse student libraries, guest speakers, and assemblies to showcase the whole child.

Students' emotional growth is another area we focus on at Mitchell Road. We serve our students by developing their emotional intelligence. We are a Capturing Kids' Hearts school, which means we have adopted the philosophy and strategies developed by Flip Flippen. Capturing Kids Hearts is a relationship building approach to discipline that creates self-managing groups. A Social Contract is created by the students in each class, assisted by the teacher to create a mutually beneficial agreement for classroom expectations. The resulting answers make up a list of adjectives which serve as the basis for student expectations of behavior in the classroom. The Social Contract is signed by all classroom members, including the teacher. The document is also shown to classroom visitors, and they are encouraged to sign the contract as well. The document is a living document and is referred to on a regular basis to highlight success and serves as a guide for when problems arise.

Providing opportunities for students to see themselves as contributors to the school community and eventually the greater community at large is crucial for elementary students. Our teachers and staff provide such opportunities by creating learning experiences that are complex and require students to problem solve while giving them choice and flexibility. Examples of these opportunities include a student-produced news show, science lab, student-maintained sustainable garden, Battle of the Books, Chorus, Running Club, Art Club, Lego-Robotics Club, and the Challenge program. We also partner with local artists for collaborative projects to promote the arts.

During COVID shutdowns and remote learning, students were supported in a variety of ways, academically, socially, and emotionally. We used high-quality instructional resources and technology-based interactive instruction. Students were able to meet with their whole classes as well as small group interventions. Google meets were also used for social-emotional check-ins, class awards, virtual related arts, and a virtual Field Day.

2. Engaging Families and Community:

As a school community, we believe relationships with our students, families, and community members are key to school success. As a Capturing Kids Hearts School, we are committed to accepting, knowing, and loving our students and families well. By knowing our students and families and meeting them where they are, we are able to partner together to support students so they can be successful students and citizens of our community. Our relationships with community partners allow us to connect our students and families to resources that assist with a variety of needs. Several churches in our community provide outreach support, such as weekly food bags, holiday assistance, school supplies, snacks, and other resources that assist us in providing rich learning experiences for our students. Coats are also provided during the winter months for students in need. Our community partners participate in a mentoring program for our students which provides another adult in the lives of our students who supports and encourages their development, academic, and social growth.

Our families and community members are foundational in our school success. Through our PTA and School Improvement Council (SIC), we engage families and our community in our school planning and programming. Parent volunteers actively assist teachers with the preparation of classroom materials. Through the PTA's solicitation of sponsorships, they are able to provide teachers with classroom supplies, as well as special meals and treats. Our SIC has actively worked to increase community involvement in ways that allow us to support students and families.

We have developed several outdoor learning experiences to include gardens and a courtyard space on our campus. Our community partners helped with creating a garden in memory of a teacher who recently passed away and continue to assist our school with sustaining the gardens. The garden not only produces food that is prepared and consumed in our cafeteria, but it also allows for the enrichment of the state science curriculum and enables us to build strong partnerships with community members. Specifically, our garden produced 136 sweet potatoes that were cooked by our cafeteria staff. Simultaneously, this experience allowed for enhancements to science and math lessons. For example, students were involved with preparing the garden beds, planting the seeds, measuring the seedlings and growth of the plants and finally harvesting produce.

3. Creating Professional Culture:

When we transitioned to distance learning, our teachers were given the opportunity to collaborate on work that would still teach students material, while at the same time holding them to a level of accountability to show what they have learned. When virtual learning first began in spring of 2020, we worked together as a whole faculty to serve our students and support one another, while learning and navigating this virtual platform that was new to all of us.

In the spring of 2020, we held our monthly faculty meetings virtually; and, the school counselor and mental health counselor would provide opportunities for us to share ideas, feelings, frustrations and support for one another. We were given tools and demonstrated techniques that would help our students with their emotional/mental stability and health, while trying to take care of ourselves.

Over the summer, while the district provided professional development online, our school grade level teams would meet and discuss strategies and share materials across grade levels. This served to ensure that gaps that occurred when students were dismissed to virtual in the spring of 2020 would be accounted for when we began teaching in the new school year, whether physically in the building or virtually. Younger grades were given materials and videos to help support their students and parents who were struggling to provide materials online when the majority of their work is usually given through hands-on activities or hard copy materials. Lead related arts teachers met over the summer, as well, to create virtual lessons in Lesson Planet, that were aligned with the curriculum and specific to grade levels. This provided materials to jump start lessons for all related arts teachers, whether in-person or virtual teaching, to pull from and format to fit their personal school and students.

In the fall and through the next school year, faculty meetings shifted to working on Social-Emotional Learning, Mindfulness, and RethinkEd SEL lessons. Teachers would meet as a whole staff virtually, and at times, would meet in small groups spread out in classrooms. This provided time to promote comradery, allow new staff to get to know others, talk about lessons across curriculum, and share common roadblocks and successes. Our guidance team worked hard to promote positive and engaging activities for all of us to participate in and enjoy, such as icebreakers and games, that we looked forward to participating in that promoted connection with one another on a personal level. We found this to be extremely helpful, especially when the majority of our teaching was spent in isolation.

4. School Leadership:

Our school tagline, "Learning Today...Leading Tomorrow," summarizes our leadership philosophy. We strive to cultivate an environment where both faculty and students continue to grow and develop as leaders. The Mitchell Road leadership team is composed of one principal, one administrative assistant, one

instructional coach, one literacy specialist, and one school counselor. With a shared vision and mission, all stakeholders (teachers, staff, students, parents, and community partners) work cohesively together to ensure a safe, positive learning environment where both students and staff feel empowered to lead and serve others.

Each year, the school leadership teams review and revise the school improvement plan to ensure student growth and progress. The school improvement plan provides clear direction for school goals and strategies. Measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals are identified. Annual school goals based on state testing results are developed and shared with all stakeholder groups.

Through shared decision-making, stakeholders are engaged in meaningful conversations focused on school-wide improvement in the areas of student achievement, strengthening the instructional program, and maintaining a clean, safe, and inviting environment. Feedback to strengthen the school's improvement plan is provided by members of the School Improvement Committee, Parent-Teacher Association, faculty council and grade level teams.

The principal provides intentional opportunities for the teachers and staff to engage in student-centered conversations. Student-centered conversations occur in monthly faculty meetings, weekly grade level and support meetings as well as daily interactions with leadership team members. Teachers are encouraged to share their expertise in teaching by presenting to the whole faculty, working with colleagues in small groups, conducting peer observations, and one-to-one mentoring. Faculty council meetings are facilitated by a selected grade level team member. Members of the faculty council discuss a variety of topics as it relates to school improvement, instructional planning, teaching and learning, and overall school culture. In addition, the leadership team regularly monitors lesson plans, teacher websites, and grade level team meeting minutes. Administrators meet individually with teachers throughout the school year to review teacher goals and strategies for improving student achievement. Continued improvement toward high student achievement and progress is forefront in all goals and strategies.

Students are provided opportunities throughout the year to demonstrate leadership skills. For example, student jobs are assigned in the classrooms such as line leader, class monitor, calendar helper, equipment manager, and teacher helper. In addition, students participate in safety patrol and student council. Student council members assist with the organization of school-wide community service projects.

5. Culturally Responsive Teaching and Learning:

We use a variety of avenues to ensure equity, cultural awareness, and respect at school. We have used our school news show to allow students to participate in a Poetry Slam highlighting profound African American poets. Classes were also able to select a famous African American that has made history in our world. These classes then presented their famous African American on the news show for the school to watch. Before COVID-19 restrictions, we hosted Family Culture nights, where different families hosted a booth, giving information on their heritage. As an extension, teachers were invited into classrooms to share their cultures, showcasing their clothing, holidays, and food. Classrooms have been provided with diverse libraries so that all students feel seen in literature. Grade levels incorporated holidays around the world into their curriculum during the holiday season, giving students the opportunity to share their own cultures and celebrations. Our related arts team supports cultural learning through activities such as global books, arts, music, and dances. General education students interact with students in self-contained classrooms to promote friendship and acceptance of students with special needs.

To address current events and social movements that may impact students, families, and our communities, we provide safe spaces for students to share their experiences. Additionally, through Capturing Kids Hearts, our schoolwide program, teachers are trained to emphasize building personal relationships with students, so they are comfortable sharing experiences and anxieties around current events. A large part of addressing social movements and diverse perspectives is through literature. Through books about Indigenous People, African Americans, Immigrants, and so forth, students are able to feel seen and recognized.

insecurity, we provide free breakfast and lunch to every student. Teachers have snacks on hand, and we partner with churches to provide nourishment to students for weekend and holiday breaks. To support staff in understanding our students' needs, teachers are trained in Adverse Childhood Experiences and also practice trauma informed teaching. Our school has provided classes for students' caretakers to learn English after-school hours. We offer instruction on Internet Safety for both the students and their families. We use our social media accounts to inform families and the community about programs and activities offered by the school.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Mitchell Road Elementary School is a high-performing school filled with teachers and staff passionate about teaching and learning. Through this passion, the teachers and staff are committed to the growth and development of every student. Students are accepted as they are, and teachers and staff are intentional in growing each and every child. In addition to the support provided within the school, students' families, and community business partners supplement and enhance students' learning experiences and resources. Through our "village" approach and meeting the individual needs of all students" success is found and students thrive.

When a student walks through the doors of our school, he/she is met with acceptance, encouragement, and love. Teachers immediately begin building relationships with the student and family. Interest surveys, morning circles, classroom team building activities, and student leadership opportunities provide an avenue for relationships to grow ultimately leading to the success of every student. All faculty and staff members are trained in Adverse Childhood Experiences and Trauma-Informed Practices to assist in the identification and assessment of students. Through programs, such as Capturing Kids' Hearts, Rethink Ed, and Zones of Regulation, students are able to learn critical skills in areas such as problem-solving, conflict resolution and self-regulation. Application and mastery of these skills along with school supports ensure students' basic needs are met; this enables students to focus on their academic growth and mastery of standards resulting in high academic performance.

Aside from providing a standards-based, rigorous curriculum, administrators, teachers and staff ensure supports are in place to develop and grow the whole child. With the assistance of our school families and business partners, we are able to meet the basic needs of our students. School families and business partners donate food items, gently used clothing, holiday meals, school supplies, and classroom resources, such as fidgets and flexible seating options. In addition, community partners participate as mentors within the school and sponsor clubs for students outside the school day. Through intentional relationships, the school team is able to quickly assess students' needs and put necessary supports in place to address these needs. For example, the school is able to provide mental health services and connections to outside support agencies.

Our success requires us to look beyond the academics and focus on the whole child. With strong partnerships, every child will succeed.