

U.S. Department of Education
2023 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 Mrs. Melissa Pender
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 45 Middle Road
(If address is P.O. Box, also include street address.)

City Beaufort State SC Zip Code+4 (9 digits total) 29907-1300

County Beaufort

Telephone (843) 322-6100 Fax (843) 322-6187

Web site/URL https://ces.beaufortschools.net/ E-mail melissa.pender@beaufort.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. Francisco Rodriguez E-mail francisco.rodriguez@beaufort.k12.sc.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Beaufort County School District Tel. (843) 322-2300

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 Dr. Christina Gwozdz
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) 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):
- 25 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 6 High schools
 - 0 K-12 schools
- 37 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2022 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 Students
PreK	36
K	66
1	80
2	81
3	68
4	56
5	70
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	457

*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
 - 0 % Asian
 - 18 % Black or African American
 - 11 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 63 % White
 - 8 % 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 2021 - 2022 school year: 16%

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

We have a large percentage of military families. Most military families are stationed for approximately three years at each duty station.

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, 2021 until the end of the 2021-2022 school year	36
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	32
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2021	438
(5) Total transferred students in row (3) divided by total students in row (4)	0.16
(6) Amount in row (5) multiplied by 100	16

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

Spanish, Portuguese, and Mandarin

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

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 186

8. Students receiving special education services with an IEP: 12 %
 Total number of students served 56

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>4</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>34</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Students receiving special education services with a 504: 2 %
 Total number of students served: 8

10. Number of years the principal has been in the position at this school: 4

11. 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.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	7
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

12. 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 18:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	90%	50%	94%	93%	92%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

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

Coosa Elementary is growing great leaders, who dream more, learn more, achieve more, and become more.

17. Provide a URL link to the school’s nondiscrimination policy.

<https://www.beaufortschools.net/about-us/title-ix>

18. **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

Coosa Elementary School is located on Lady’s Island in the coastal county of Beaufort, South Carolina. Within Beaufort County we have three military bases, and we often hear the “Sound of Freedom” as jets soar over our building. Our economy is partially dependent upon our military bases and tourism. We have approximately 450 students in Prekindergarten through Fifth grade. We serve a diverse population of students and have a strong connection to the community. One third of our student population is comprised of military families. Our military students are supported through the assistance of our full-time military liaison.

Diversity of population extends to socio-economic status of families as well as family composition. Our students come from single-parent and, two-parent homes, grandparents raising grandchildren, and foster care students. The housing in our community ranges from single-family dwellings, apartments, to subsidized housing. Approximately 41.5% of our students qualify for free/reduced meals. In addition, we provide support by offering meals through our Backpack Buddies partnership with two local churches. We also procure clothing, school supplies, and internet services for those in need.

Over the course of the past nine years, our students have been focused on developing their leadership skills and goal setting through Stephen Covey’s 8 Habits of Happy Children. We were the first Leader in Me school in Beaufort County and the twelfth in the state. We earned Lighthouse Distinction in 2016 as well as achieving Lighthouse Academic Honor Roll for our students’ outstanding growth for the past three years. This is especially noteworthy because of the disrupted learning due to the Covid-19 restrictions, which directly impacted in-school learning.

We strive to build strong community relationships through partnerships with local businesses, organizations, churches, and families. This includes financial support and educational programming. We are proud of our partnership with Clemson Extension. They work with teachers and students in grades K-5 to provide team-teaching, hands-on experiences focused on science standards and engineering practices. In addition, they conduct monthly lessons with Fourth grade students to achieve their Junior Master Gardener Certification. Although only our Fourth grade students earn this certification, students of all grade levels work to plant and harvest crops throughout the school year in our 17-bed garden. Our garden was made possible through the generous donations from varied business partners and grants.

All students are afforded the opportunity to attend monthly clubs. Clubs are conducted during the school day to ensure equal access for all. We have approximately 22 clubs that include cooking, tennis, recycled art, and many other clubs of interest. Students at Coosa take on Leadership Jobs within their classrooms and schoolwide roles. These include, but are not limited to, Hall Patrol, Announcement Teams, School Ambassadors, and Turtle Care. Students are encouraged and supported to reach their academic potential through a rigorous curriculum that meets the needs of those identified as gifted and talented, high-achieving, and those in need of academic interventions. Our school actively seeks innovative ways to meet the varied needs of students.

To increase student engagement, we have implemented STEM practices in all classrooms. Students also attend STEM Lab at least once a week and utilize Makerspaces. Fourth and Fifth grade students have the opportunity to join our competitive Robotics Team. This year, we launched Project Lead The Way (PLTW) in grades 1-5, with the plan to launch PLTW in Prekindergarten and Kindergarten next year. Project Lead The Way focuses on hands-on, real-world activities, projects, and problems that help students understand how to transfer knowledge learned in the classroom to everyday life.

We are a pilot school for the implementation of Purposeful Play-Based Kindergarten (PPBK). We have extended PPBK beyond our Kindergarten program to include Prekindergarten classrooms. Through Purposeful Play, students can explore, discover, solve problems, and experiment in playful and imaginative ways.

Our faculty is focused on student data to drive instruction. All teachers have collaborative planning and weekly Professional Learning Communities (PLC). PLC meetings are focused on analyzing varied

assessment data, student work samples, and instructional strategies. Through these discussions, student groups are formed to target instructional needs in the areas of reading and math.

All faculty and staff members serve on an Action Team. Action Teams help drive the mission of our school. Teams include Leadership/STEM, Sunshine, Literacy, Wellness, and Math. At the beginning of the year, these teams set goals focused on academic achievement and community involvement.

We meet the Social/Emotional needs of students while building community through daily morning meetings and the Mindful Me curriculum, delivered to students via our school counselor. Character Education is recognized through our Student of the Month program. Students are nominated by faculty and staff members for demonstrating the focus Character Trait of the month.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Coosa Elementary School utilizes the basic framework of South Carolina State Department of Education’s Literacy Units of Instruction. We created a scope and sequence of suggested units based on the South Carolina Academic English/Language Arts Standards (ELA). We integrate grade level skills and standards/indicators with a focus on authentically interacting with texts to deepen comprehension through analysis. Grade level standards/indicators are taught through interactive read alouds, questioning, and collaborative discourse as students develop strategies to predict, infer, draw conclusions, summarize, and determine themes. Our students are exposed to a wide variety of high-quality fiction and non-fiction texts. We use the workshop model to provide whole group, small group and individual instruction to meet targeted student needs from phonemic awareness, phonics, comprehension, vocabulary, and fluency skills as students are exposed to a variety of texts. ELA instruction encompasses not only reading and writing, but also speaking, listening, and interacting with multi-media materials.

Our instructional framework is the same schoolwide across all content areas. We implement the gradual release model. In our classrooms, you will see mini lessons (I Do), followed by collaborative/pair work (We Do and You Do Together), and culminating with students completing individualized work to show mastery (You Do Alone). Whole-group instruction ensures that all students are exposed to and taught grade-level standards. We firmly believe that using the means of remediation only often leads students to remain in a cycle of performing below grade level. We experience great success with this model. We consistently assess students through formative and summative assessments as well as district benchmark assessments. These assessments allow us to modify instructional practices to best meet the needs of students and to assure mastery of state standards.

We have a wide variety of resources and materials to meet the needs of students on their learning continuum. Examples include Fountas and Pinnell Guided Reading, Scholastic Guided Reading, Leveled Literacy Intervention lessons, Heggerty Phonemic Awareness lessons, Decodable Readers, Handwriting Without Tears, i-Ready Reading, Reading Plus, and Fountas and Pinnell Interactive Read Alouds. We conducted a schoolwide book study on how to effectively implement writing across content areas. We have implemented schoolwide Reading Buddies. Our upper grades are paired with lower grades for students to engage in paired reading. We have found that our younger students enjoy reading to our older students just as much as our older students enjoy reading to our younger students. In our Prekindergarten and Kindergarten classrooms, we implement Purposeful Play-Based practices. When teachers are developing units of studies in these lower grades, they design activities and centers that focus on standards but are play-based. We are systematic in utilizing the Multi-Tiered System of Supports (MTSS) process for students. Interventions are based on students’ individual reading needs. We utilize Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Orton Gillingham, Jan Richardson’s framework and lessons as well as skill groups to address reading deficits of our students. Small-group instruction, whether it is for a child on, above, or below grade level, is conducted in all classrooms daily. Our Instructional Coach models lessons in all classrooms. These lessons model best practices for our teachers. Through this intricately planned system, we have been able to raise the percentage of students meeting the state standards in ELA from 60% three years ago to 79.2% in 2022.

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

The Math content being taught at Coosa Elementary School is based on the South Carolina College and Career Ready Academic Standards. We focus on conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition with an emphasis on collaborative discourse. We focus on the process, not just the finished product. We emphasize the Process Standards so that students develop problem-solving skills, reasoning skills contextually and abstractly, critical thinking skills, and the ability to connect mathematical practices to real-world applications and use math tools appropriately. Our

students learn to justify their thinking and model their skills and strategies for others. We implement the workshop model so students are exposed to grade-level content, while having opportunities to explore mathematical concepts through math stations. Teachers also conduct small group lessons to address student needs, both for remediation and for enrichment.

We utilize the Ready Math Curriculum in grades Kindergarten through Fifth grade. In prekindergarten, we utilize Creative Curriculum. The Ready Math curriculum addresses the South Carolina College and Career Ready Standards. Our instructional framework follows the gradual release of responsibility. In our classrooms, you will see mini lessons (I Do), followed by collaborative/pair work (We Do and You Do Together), and culminating with students completing individualized work to show mastery (You Do Alone). Whole-group instruction is delivered based on the rigor of the grade-level standards, regardless of a student's academic level. Students working below grade level are given scaffolds to allow them access to grade-level standards. Coosa firmly believes that only focusing on remediation often leads students to remain in a cycle of performing below grade level. Our students have been successful with this model as more students are able to close learning gaps and be successful in subsequent grades. During the independent work phase, teachers actively practice aggressive monitoring to check for immediate understanding and provide on-the-spot corrections for misconceptions. Students receive instruction based on their academic needs: below, on, or above grade level. The online component, i-Ready, supports this curriculum and provides opportunities to conduct diagnostics three times each year. From each diagnostic, an individualized student path is created for students to work on to advance conceptual understanding. The path is adjusted with each diagnostic administered. We have a designated block within the period for remediation and acceleration. This is a time where students can work on their individual paths in addition to meeting with the teacher in small groups. A focus of our math instruction is providing students multiple strategies to solve problems. These strategies are depicted on anchor charts for reference when needed. Interactive math notebooks are used in classes for student reference as well. Our goal is to increase student success by addressing the learning styles of students. All teachers and students utilize math manipulatives. These manipulatives are used to solidify abstract mathematical concepts with students. Additionally, advanced curriculum is used with high achieving students, regardless of Gifted and Talented designation. We believe that mathematical reasoning and discourse is integral for all learners to develop a deeper understanding of mathematical concepts. We have moved beyond teachers analyzing only their students' math data to grade levels systematically analyzing each unit assessment together. This allows for collaboration of instructional strategies and for collective analysis for vertical alignment with skills and strategies across multiple grade levels. Through this practice, we have discovered specific curricular deficits that we addressed with additional resources. Teachers and administrators conduct one-on-one data chats with the Ready Curriculum Consultant twice a year. This provides teachers the opportunity to analyze student data at a granular level to plan for instruction.

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

All science instruction follows the South Carolina State Standards. This year, our science instruction has been enhanced with the implementation of Project Lead The Way (PLTW). Through PLTW, we provide a meaningful project-based curriculum with students solving real-world problems, engaging in higher order thinking, and exploring the engineering process. Emphasis is placed on the process rather than the product when seeking solutions to problems. Learning experiences are designed to be collaborative.

Our partnership with Clemson Extension supports our science instruction in a variety of ways. They conduct lessons each month in conjunction with the Junior Master Gardener Program for Fourth graders. This year they worked with students in grades Kindergarten and First on the life cycle of chickens, where they were able to experience the care of eggs and hatching of chicks. In Second grade, they taught lessons on oceans, bodies of water, and land. In Third grade, they completed a unit titled Motion Commotion that focused on Newton's Law with an egg drop activity. Fifth graders completed a unit on sustainable design and development in which they built energy houses to harness natural energy.

We are part of a five-year Department of Defense Education Activity (DoDEA) Grant, which in part, focuses on the implementation of engineering practices. This grant has funded the materials for our Makerspaces where students can utilize the engineering process to solve real-world problems. Teachers will

receive on-going professional development to improve implementation of the engineering process.

Students have engaged in a variety of on-site and off-site science field trips through the partnerships within our community. Fourth graders completed a series of three hands-on in-school field trips through High Touch/High Tech. Our unique setting affords us the opportunity to enhance our science instruction through field trips to the Coastal Discovery Museum, Port Royal Sound Maritime Center, and Bee City.

Formative and Summative assessments are used throughout science instruction. Teachers implement exit tickets, questioning, as well as paper-based assessments. Culminating end of unit hands-on projects are utilized so students can demonstrate mastery of the content being assessed. For example, in Fourth grade, students constructed models to demonstrate mastery of the Standard 4-PS4-2: Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen. This allowed them to construct their knowledge while refining processes necessary to successfully demonstrate mastery. Our teachers can assess students in content area standards in a variety of ways to determine the progression of learning.

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

Social Studies is predominantly infused into English/Language Arts. As a school, we focus on South Carolina State Standards. Students explore the characteristics of historical events and analyze the impacts of events in history. Teachers use a variety of teaching aids to illustrate and enhance learning. They incorporate primary and secondary artifacts, photographs, literature, field trips, maps, and more. We are fortunate to have the historic Penn Center site within a few miles from our school. Our fifth graders attended a field trip to learn about Martin Luther King Jr, Gullah History, the Civil War, and the Reconstruction Period. We use the Studies Weekly newspapers to supplement our scope and sequence in grades 1-5. Classroom libraries contain diverse literature for students to explore year-round. Our School Librarian readily gathers books and other resources that align with units of study. Our Music teacher makes connections to periods of history in their study of the Baroque, Classical, Romantic, and Modern Periods. In Art, students learn about artists in history, such as Michelangelo, and art during and after important events in history, like World War II.

Teachers assess students in a variety of ways in Social Studies. Students engage in discussions which provide teachers opportunities to correct misconceptions and ask guiding questions to deepen comprehension. Students often read, write, and create presentations focused on grade-level content. Students are also given weekly formative assessments, with summative assessments given at the conclusion of each unit. Teachers implement computer-based assessments, as well as paper-based assessments. However, teachers also implement project-based assessments whenever the content provides for an authentic experience. For example, our First-grade students created a timeline of their lives using photographs. This allowed students to make a connection with the skill being assessed, which will transfer when they begin learning about historical timelines. Our teachers are creative as they allow students to show what they know in a variety of ways.

1e. For schools that serve grades 7-12:

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

We have two full-day Prekindergarten classes. The Developmental Indicators of the Assessment of Learning (DIAL 4) is used to screen students for possible placement in the program. During the screening process a student's vision, hearing, speech and language capabilities are assessed. Students are ranked in order of greatest need for participation in the program based on at-risk indicators. There are many risk factors that are considered when qualifying a student, such as social, economic, family history, speech and language, and others. Teachers use the Creative Curriculum which focuses on literacy, math, science, social studies, technology, and the arts. The curriculum encompasses 38 measurable goals and objectives that teachers continuously assess. This early intervention program encourages language, intellectual, physical, and social/emotional skills. Teachers create learning opportunities through hands-on, academic activities. We

work closely with parents, as partners, to build their capacity as we firmly believe that a child's first, and most important, teacher is the parent. A major component of our program is Purposeful Play. Our teachers create units of study that blend academic learning with collaborative play opportunities. It would not be uncommon to see our students shopping in a market, building skyscrapers with a variety of shapes, and reading books in a cozy nook. These opportunities set the stage for successful learning for all students, including those with disabilities and multilingual learners. Children are making authentic connections to real-world activities.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Coosa Elementary School has a four-day Related Arts rotation schedule. The schedule allows students to attend all Related Arts classes at least once per week. Related Arts classes are 55 minutes in duration. Some weeks, classes may attend a Related Arts class twice, depending upon the four-day rotation.

Upon arrival on our campus you will be greeted by flags representing each classroom, created by students. Our mission statement for the art class is "We want to learn how to look at art, talk about art, make art, and love art." Students in grade PreK- 5, look at the works of famous artists. We talk about the styles, techniques, and mediums they use to create artwork. Students apply what they have learned to create their own artwork. Artwork is published in our Coosa Elementary online art gallery at Artsonia.com. Publishing student work allows it to be shared with distant family and friends, which is especially important for our military families. Our students' artwork is shared with the community by displaying it in a variety of places throughout our town. Throughout the building there are multiple murals and painted ceiling tiles that students participated in creating. Students have also participated in several collaborative community art projects.

Yearly, the Art teacher and School Librarian collaborate in a project known as the River of Words. In Art class, the students create drawings of local landscapes and wildlife. In the media center, students write poems based on Lowcountry themes. The poems and artwork are entered into the River of Words contest. Throughout the years, many of our students have been featured in the River of Words publication, which depicts life in the Lowcountry. Students also created a mural that is displayed at the Gullah Farmers Cooperative Association.

Although students create many beautiful works to display, the primary focus is not on the end product. We believe that the art process is more important than the end product. Students are allowed to freely explore art materials and experiment with their creativity. They learn to think like an artist and gain confidence in their decision-making skills. Other content areas are infused when students create art, such as learning about patterns, fractional color mixing, asymmetric/symmetric designs, concave/convex sculptures, the use of geometric shapes, 3D shapes, landscapes, the use of vertical, horizontal, and diagonal lines, and more. The Art teacher makes a concerted effort to make connections between history and art. For instance, during the Pottery Unit, students create face vessels and learn about Dave the Potter, who was an enslaved African American in the mid-1800s from South Carolina that made large pottery vessels. Through these art projects and connections with other core content, our hope is that students gain a lifelong love of art.

In Music class, all students in grades PreK-5, sing and move together. They also learn folk dances nearly every Friday. They compose their own musical works using different compositional tools. The students play many instruments, including xylophones/metallophones, African drums, bucket drums, Boomwhackers, small percussion instruments, ukuleles, and recorders. We have two after-school Chorus groups that serve 3rd-5th grade students. There are approximately 50 students in these groups, and they perform at least three times a year. There are currently six students in our chorus program that have been selected for the District Honor Choir. Our 4th and 5th grade students focus heavily on learning the recorder. They learn the basics together and then learn nine songs in a self-paced curriculum called "Recorder Karate." This year, they will travel to the Hilton Head Symphony Orchestra (HHSO) to attend the Link Up concert, where they will sing,

dance, and play their recorders with the ensemble. We have had two guest artists this year, thanks to the HHSO, one renowned jazz pianist and teacher, and a teenage participant in the Hilton Head Island International Piano Competition. These artists performed for our older students and answered student questions.

In Music class, all students in grades PreK-5, sing and move together. They also learn folk dances nearly every Friday. They compose their own musical works using different compositional tools. The students play many instruments, including xylophones/metallophones, African drums, bucket drums, Boomwhackers, small percussion instruments, ukuleles, and recorders.

We have two after-school Chorus groups that serve 3rd-5th grade students. There are approximately 50 students in these groups, and they perform at least three times a year. There are currently six students in our chorus program that have been selected for the District Honor Choir.

Our 4th and 5th grade students focus heavily on learning the recorder. They learn the basics together and then learn nine songs in a self-paced curriculum called "Recorder Karate." This year, they will travel to the Hilton Head Symphony Orchestra (HHSO) to attend the Link Up concert, where they will sing, dance, and play their recorders with the ensemble.

We have had two guest artists this year, thanks to the HHSO, one renowned jazz pianist and teacher, and a teenage participant in the Hilton Head Island International Piano Competition. These artists performed for our older students and answered student questions.

2b. Physical education/health/nutrition

Coosa Elementary School has a four-day Related Arts rotation schedule. The schedule allows classes to attend all Related Arts classes at least once per week. Some weeks, classes may attend a Related Arts class twice, depending upon the four-day rotation. However, students all begin the Related Arts block in the Physical Education (P.E.) class for additional physical education minutes. Our P.E. teacher is joined by the other Related Arts teacher to facilitate movement activities prior to instruction in their designated Related Arts class. This has proven to be effective, as teachers report students are much more engaged and focused after physical activity.

In Physical Education class, students engage in a variety of activities in grades PreK-5. Students in grades 2-5 complete the Fitness Gram Assessment twice a year. The assessment focuses on physical fitness and students setting goals for improvement. It is important for students to learn about having a healthy body. Students also learn the names of the major bones and muscles in the human body. All students participate in units of sports with the emphasis on the skills necessary to play each. In the younger grades, they focus on a variety of motor skills necessary to play each sport along with tumbling and gymnastics. In the upper grades, they focus on the skills and strategies necessary to play the sport. Volleyball, basketball, baseball, softball, bowling, and hockey are examples of units of study. Additionally, students look forward to our annual schoolwide Field Day. During Field Day, students participate in events that promote teamwork, fair play, and sportsmanship. Family participation is an added bonus as families attend to cheer on their student(s).

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

The Coosa Library Program is led by Coosa's Certified School Librarian. Coosa also employs a full-time library assistant. They work together to create an inviting and engaging library space and program. A great deal of consideration is given to the layout, aesthetic, and book placement within the library.

The school library space houses approximately 7,000 fiction and nonfiction titles. Coosa is diligent researching new titles that are relevant, diverse, and interesting to our reading community. The library space

also includes Makerspace centers that rotate based on student interest, season, and challenge level.

The School Librarian collaborates with teachers. The librarian publishes a monthly newsletter which highlights books, activities, and celebrations in which the library plans to engage students and teachers. Additional teacher collaboration is offered through co-teaching opportunities, events such as author visits, publication writing, like River of Words, field trip planning, etc.

The school library is also an important hub of information for our school community. The School Librarian directs the publication of the yearbook, maintains the school's website and social media outlets, as well as assists with the school newsletters.

2e. Any other interesting or innovative curriculum programs you would like to share

Our STEM Lab is an exciting and fun place for our Prekindergarten to 5th graders to use science, real-world technology, engineering, and mathematical skills to create, collaborate, and build projects to solve problems. Our 3rd, 4th, and 5th grade students design and print three-dimensional objects such as bubble wands, initialed key chains, and vegetable signs for our school garden. Coding robotics is an integral part of our STEM Lab, where 3rd, 4th, and 5th graders build LEGO robotic structures then write code to move their creations. This practice of building robots and writing code has enabled our Robotics Team to win many trophies over the past five years. Even our 5-year-olds become competent in coding using Scratch Jr. which helps with their problem-solving skills and spatial recognition while our older students use Code.org. The students favorite part of our STEM Lab is LEGO exploration. This is a time built into the schedule that allows all children to choose their own LEGO blocks, people, animals, and trees to build whatever they can imagine.

3. Academic Supports

3a. Students performing below grade level:

At Coosa, we have a Multi-Tiered System of Supports (MTSS) approach to providing students with academic supports in core content areas. Tier 1 instruction is delivered to all students. Students in need of support will be placed in Tier 1+, Tier 2, or Tier 3, with each level providing additional support. Tier 3 is the most advanced level and provides aggressive intervention for students. Dependent upon the documented progress, or lack thereof, students move through the tiers to increase or decrease the level and amount of support needed. In the areas of language arts and mathematics, we meet as a team every six to eight weeks to discuss all students not meeting state standards. Information is collected from teachers, tutors, and interventionists who work with students. The information is documented in a comprehensive spreadsheet. We also track students' interventions through a data base called Enrich that summarizes the data into graphs. After the data is collected for these areas, tutors, administrators, interventionists, the instructional coach, and classroom teachers meet to discuss each individual student to determine appropriate interventions. We analyze student progress and look at each student's academic needs to determine the best intervention to provide additional instruction to a student rather than supplant instruction. Our resources vary depending on the needs of the students. For language arts, we utilize Leveled Literacy Intervention (LLI), Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Orton Gillingham, Jan Richardson's framework and lessons, and skill groups to address reading. We also utilize technology programs that are individualized based on student diagnostic assessments, which provide each student with targeted skill-based instruction. In the area of math, we implement the same system to determine students in need of math intervention. We analyze each unit assessment with teachers to formulate small-group instruction as well as to determine areas of classroom remediation. During PLC meetings, teachers share best instructional practices that have proven to be effective in content mastery. Our instructional focus is to utilize manipulatives and teach multiple problem-solving strategies to ensure student success and comprehension of content and skills. To assist with the implementation of these resources and remediation, we have a full-time math interventionist, two full-time reading interventionists, and three part-time tutors. Within our master schedule, there is a dedicated 30-minute block of time for intervention or enrichment in both, language arts and math.

3b. Students performing above grade level:

The academic focus at Coosa Elementary is acceleration for all students. During Tier 1 whole group instruction, teachers plan for Depth of Knowledge questions that provide all students with opportunities to deepen their thinking and knowledge. During small-group instruction, students receive targeted instruction which often extends beyond grade-level standards. Students are identified as Gifted and Talented (GT) through standardized measures as early as Second grade. We accelerate the learning and curriculum for these students as well as those who demonstrate the ability to achieve academic acceleration. Some instructional materials, such as Jacob's Ladder, Junior Great Books, William and Mary Literature Units, and Caesar's English are used to increase instructional rigor. All students identified as GT are instructed by teachers who have a Gifted and Talented Endorsement. We believe it is important to maintain a heterogeneous class design, rather than a pull-out program. All students benefit from collaboration with peers of varied academic proficiency levels. We implement a variety of online programs which provide students with individualized instructional paths based on their current academic levels in reading and math. This provides skill-based instruction and acceleration. Data from NWEA Measures of Academic Progress (MAP) and i-Ready Diagnostics are analyzed to determine instructional needs to drive students' progress beyond the rigor of grade-level standards. We have a GT Coordinator and an Instructional Coach who research additional materials and strategies for use in the classroom. Although students in Kindergarten through Second grade do not receive formal GT designation, teachers provide instruction to develop critical and higher-order thinking opportunities to any students who demonstrate the readiness. In First and Second grades, we provide a 13-week curriculum that provides enrichment for all students. This exposes students to analogies, auditory memory tasks, listening comprehension, and problem-solving tasks that increases the academic rigor for all students. This year, our school purchased supplemental GT materials for students in our primary grades.

3c. Students with disabilities:

Our master schedule is designed to ensure students with disabilities are not missing core academic instruction and content in the regular education classroom. This allows students to receive supplemental academic support, rather than supplanting instruction. A student's Individualized Education Plan (IEP) is written to address their identified disability. We provide academic, behavioral, emotional, and social support to our students with disabilities in grades Prekindergarten through Fifth grade.

We have a dedicated Special Education Resource teacher who works with students in a pull-out and/or push-in support program based on their disability. Our SPED teacher has access to various research-proven interventions that can be used in combination to meet the needs of students. Some of the most frequently utilized interventions are Orton-Gillingham, Great Leaps, Read Naturally, and Seeing Stars. Student IEPs outline additional supports needed for student success. Some of these supports include additional teaching aids (enlarged text, large technology screens, fine-motor supports, etc.) as well as instructional materials to target specific goals. Students may qualify to receive Speech and Language, Occupational Therapy, and/or Physical Therapy as additional supports. Collaboration between our families, general education teachers, and other supporting staff members is vital in ensuring student growth. Our SPED teacher communicates regularly with the general education teacher(s) to ensure that interventions are not only helping students achieve their IEP goals but are also helping them enjoy a greater level of success and happiness in the classroom. Building relationships with students and their families is necessary. In this way, a team of caring adults is built around each student to ensure academic success, personal growth, and an increased level of confidence and self-esteem to move forward in all aspects of their lives.

3d. English Language Learners:

Our Multilingual learners (ML) are supported via pull-out and push-in services in small groups or one-on-one to deliver English language development instruction at each student's level of proficiency to ensure their success in the mainstream classroom. The WIDA English Language Development Standards and framework, paired with our South Carolina grade-level content standards, are the basis of our English language development instruction. Individualized instruction is focused on building academic vocabulary, reading comprehension strategies, writing for academic purposes, and speaking in the classroom setting. ML

students who are new to the country are supported through lessons that include basic English vocabulary and beginning language structures. All ML students utilize a software program called Imagine Language and Literacy that guides them on an individualized learning path that builds their academic English language. Curriculum embedded within this program is also delivered in small group settings. Collaboration with mainstream teachers ensures that best practices for multilingual students are being utilized to the benefit of our MLs and all students in our school. Each ML's Individualized Language Acquisition Plan (ILAP) is developed by considering each student's unique strengths and needs according to their English proficiency levels in the four domains of listening, speaking, reading, and writing. The ILAP is designed to ensure appropriate supports are consistently given in both instruction and assessment. Lastly, our MLs and their families are supported by ensuring that school-to-home and home-to-school communication is facilitated in each student's native language. Strong collaboration between our school, the ML teacher, and our bilingual liaison ensures that students' needs are met both in and out of the school building.

3e. Other populations, if a special program or intervention is offered:

Our School Counselor delivers a comprehensive guidance and counseling program that meets the American School Counseling Association Standards. This program consists of whole group classroom lessons, small group counseling, individual counseling, and targeted check-in times. Classroom guidance lessons focus on character development, social emotional learning, and career education. Small group counseling services include, but are not limited to, social skills, behavior intervention, coping with divorce, grief, friendship skills, anger management, goal setting, organization, military family transition, etc.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

We believe that student engagement is an integral part of a student's success in school. Increasing student engagement is an area in which we continuously strive to improve. The master schedule is designed to allow all classrooms to begin their day with a morning meeting. These meetings focus on building community, strengthening relationships, giving students a sense of belonging, and incorporating Stephen Covey's 8 Habits of Happy Children. All students are taught how to set academic and personal goals. When students achieve their goals, they are celebrated, and new goals are set.

Students take on leadership roles in their classrooms and throughout the building. Some of the leadership roles that students apply for include, but are not limited to, Hall Patrol, Announcement Team, School Ambassadors, and Turtle Care. We have a schoolwide Positive Behavior Intervention System (PBIS) program that contains common language for expectations, Leadership Matrices in all classrooms and throughout the building, and a common reward system developed by each grade level that is age appropriate. Students are rewarded frequently for exhibiting positive behaviors. Students are honored monthly through our Student of the Month initiative. Each month we focus on a different character trait such as integrity, respect, kindness, and compassion. Students are honored quarterly at a Student of the Month breakfast, and are honored at the district level, on occasion. More formally, all students are recognized in grades 3-5 quarterly with leadership awards. We believe it is important to focus on the whole child and recognize not only academic success but also personal success as well.

We host monthly clubs in which all students participate. Students are able to choose from one of 22 clubs that interest them. These clubs are held during the school day to ensure equal access for all. Additionally, we have afterschool chorus for students in grades 3-5 for interested students. We also have a competitive Robotics team for students in grades 4-5. When visiting our classrooms, hands-on learning is integrated throughout the day. All students have manipulatives to assist them with solving math problems. In our Prekindergarten and Kindergarten classrooms, we implement Purposeful Play-Based practices. When teachers are developing units of studies in these lower grades, they design activities and centers that focus on standards but are play-based. We began using a new science curriculum this year called Project Lead The Way (PLTW). Through PLTW, students work collaboratively with hands-on projects to solve real-world problems, engage in higher-order thinking skills, and explore the engineering process. We also have Makerspaces for all students to utilize for project-based learning opportunities. We provide our students with in-school and off-site field trips to support classroom learning. Students also engage in a monthly math challenge and read aloud.

2. Engaging Families and Community:

Building strong relationships with our families and community partners is an integral part of who we are as a school. Our teachers send out weekly newsletters to keep parents informed of classroom happenings. Administration sends out a weekly Bobcat Brief Newsletter, showcasing student successes, upcoming activities and events, parent opportunities to get involved, and recent happenings in our school. We maintain an Instagram and a Facebook page to keep our parents and community members informed.

Our School Improvement Council (SIC) develops goals that focus on school improvement, creates a parent survey to gather feedback, and develops a parent informational brochure summarizing the results of the survey. We host multiple family events throughout the school year to include several evening events around literacy, wellness, and STEM, as well as a Read and Treat Event and a Beautification Day. Parents can volunteer for events like Boosterthon, book fairs, field trips, and more. They also are able to volunteer in our classrooms. We are fortunate to have many business partners throughout our community that devote their time, resources, and financial support. Some business partners focus on supporting the well-being of our teachers by providing treats and lunches throughout the school year. Two of our local churches sponsor our Backpack Buddies program that feeds approximately 25 students on the weekends and during extended breaks. We host a Career Day for students in which community members and parents teach our students

about future careers and the required skills to achieve these careers. Classroom teachers also engage families in activities such as an Author's Tea, classroom celebrations, Read Across America activities, the 100th day of school carnival, Poetry Readings, and more.

Teachers consistently have an open line of communication with our families through phone calls, in-person conferences, and virtual conferences. Parents remain informed about their student's academics through our online portal, PowerSchool. We also send home assessment reports such as MAP testing and SCReady results. We feel that parents play a part in the literacy education of their students. We implemented a literacy initiative with our Prekindergarten and Kindergarten students and families. The goal was to engage families in nightly literacy activities while ensuring all students were provided literacy materials for home use. Each student was given a literacy tracker to document completion of monthly activities. Once trackers were turned in, students were given a literacy item to add to their literacy center at home. Even if students did not complete the tracker, teachers found ways to provide items anyway since the goal is to promote literacy in students' homes.

Family partnerships are a crucial part of supporting students at Coosa Elementary School. The counselor maintains a positive rapport with families to better provide consistency and support for students. Also, a large part of the School Counselor's role is community outreach and maintaining community support for programs that advance student learning. Partnerships with community organizations such as CAPA (Child Abuse Prevention Agency), Beaufort County Sheriff's Department, local fire department, community business partners who support our annual Career Day, Military LINKS for kids, and Home Depot all provide unique opportunities for enhanced student learning. These hands-on or firsthand experiences are irreplaceable.

3. Creating Professional Culture:

We foster a professional culture in which all stakeholders are valued for their contributions. We celebrate the successes of our peers and help one another when assistance is needed. When teachers attend weekly Professional Learning Community (PLC) meetings, they feel that their opinion is respected and are comfortable to speak freely. Our professional development is differentiated based on each grade level and/or teacher's needs. We set goals at the beginning of the year so that all stakeholders have a focus moving forward and action steps to reach our goals. All stakeholders serve on action teams throughout the course of the year. Each action team contains a minimum of one person from each grade level. It is important to always maintain at least one person from each grade level on these action teams to ensure effective communication, so all voices are heard from all levels. Action teams begin the year with setting a minimum of three goals that are focused on school initiatives. Teams schedule events and plan activities to reach the goals. Teachers are afforded weekly PLC meetings and collaborative planning with their team daily.

Quarterly, half-day planning time is scheduled for each grade-level team. During this extended planning, teachers collaboratively plan for formative and summative assessments, and adjust the scope, sequence, and pacing of lessons. Teachers also utilize this time to develop lessons and activities, plan field trips, and research responsive teaching strategies that focus on student achievement. Administration recognizes the needs of each teacher and the students they serve can fluctuate yearly. Therefore, teachers do not have a fixed budget. As teachers articulate their needs, requested resources are approved for purchase. We believe that all stakeholders in the building are considered teachers regardless of their title. For example, we work with our paraprofessionals to provide classroom materials they request, so they can be fully engaged with the instruction of students. Our paraprofessionals also participate in Professional Development within the scope of their job responsibilities. Administration completes walk-through observations and works closely with the Instructional Coach to deliver professional development and individual coaching based on feedback from the walk-through instrument and teacher requests. Our Instructional Coach has built respectful, trustworthy relationships with the faculty. Schoolwide model lessons based on grade-level standards are conducted quarterly within all classrooms. Additional lessons and assistance are readily available upon request. Lastly, it is important for us to celebrate the faculty and staff frequently. We celebrate everyone during Teacher Appreciation Week as well as monthly. We firmly believe that fostering an environment in which everyone feels appreciated and valued contributes to professionalism and dedication to school goals.

4. School Leadership:

Our administrators were classroom teachers at Coosa Elementary where they were an integral part of our school. Through their experiences as classroom teachers, computer lab teacher, and literacy coach, respectively, they understand the importance of the climate, culture, and community. They use this knowledge to strengthen community relationships, maintain valued traditions, and develop and improve schoolwide systems. Our principal actively serves on multiple district committees, thus advocating for all students, faculty, and staff throughout the district. Our administrators serve on curriculum and assessment writing committees in our school district. The administrative team continually researches how to best meet the needs of our students through resources, materials, and professional development. Both administrators exemplify the growth model as they build capacity in all faculty and staff members to take on leadership roles at school, within the district, and with state agencies.

The reach of Coosa Elementary leadership extends beyond school administration. We have a Leadership Team, as well as Action Teams, that all contribute to the schoolwide goals and efficient function of our organization. Grade-level Chairs provide open communication between teachers and administration. This ensures effective communication and all voices are considered in the decision-making process. Our administration is very supportive of career growth and development of others as they often have leadership tasks completed by teachers who have or are seeking administration certification. Our administration is very visible within the school and have developed relationships with faculty, staff, parents, and especially students. Our school has very little faculty/staff turnover each year which is indicative of a highly satisfied faculty and staff. Everyone knows that they are respected and valued by school administration. School administrators value individual's strengths and provide opportunities for them to showcase those strengths.

As a Leadership Lighthouse School with a focus on Covey's 8-Habits, student leadership is fostered through classroom and schoolwide Leadership roles. Faculty and staff members evaluate our principal through an Upbeat Survey administered twice a year at the district-level. After results are provided, in full transparency, she shares the results with the faculty and staff. Self-improvement goals are set based on the feedback and updates that are shared throughout the year. Our school leadership firmly believes that we are a family, and by taking care of the adults in the building, they are assuring that we all take care of the children – academically, socially, and emotionally.

5. Culturally Responsive Teaching and Learning:

Our school is nestled in an area of South Carolina's Lowcountry that is steeped in history and culturally diverse. From the Gullah Culture to the influx of cultures brought to us through our military population, we are enriched by their influences. Cultural differences can include regional, racial, economic, academic, family composition, and more. These influences are infused in our teaching through culturally diverse literature, field trips, and instructional materials. It is important for teachers to be ready to teach and for students to be ready to learn. We strive to address the basic needs of our school-community. We understand the varied needs of our families that can manifest in financial needs. We provide resources such as food for the weekend and during school breaks to students in need. Families are also supported through the purchase of school uniforms, school supplies, in-home wi-fi, holiday meals, subsidized meals, and other needs that arise. We begin each day with classroom Morning Meetings where topics such as acceptance, diversity, and belonging are infused into activities and discussions.

We have a monthly Multicultural Board that highlights the accomplishments and traditions of a wide variety of cultures. This information is also highlighted by our student-led Morning Announcement Team. Additional activities are scheduled throughout the year such as Holidays Around the World, Multicultural meals, and bi-annual Multilingual Parent Nights. We, as a school, are respectful of the differences of others and strive to learn from one another.

Several teachers were able to attend a conference located at historic Penn Center where they learned about the history of the Gullah Culture in our community and how this site was visited by Dr. Martin Luther King Jr. during the Civil Rights Movement. They were able to bring this knowledge back to students along with a deep appreciation for our area's place in history. We have worked to increase culturally diverse reading

materials for students in classroom libraries and in our Media Center. In our classrooms and in our STEM lab, students of many cultural backgrounds are represented. We believe that students need to see themselves represented in classroom materials, such as a variety of Lego figures and dolls, so we procured these items for our classrooms. We realize that it is important that instructional materials reflect the cultural makeup of our student population. Children need to see themselves reflected within the walls of our building. It is important for us to consistently analyze our practices to ensure that we are being culturally responsive to our school community.

PART VI - STRATEGY FOR EXCELLENCE

Coosa Elementary has a targeted focus on analyzing data to increase student achievement in all areas. This extends beyond academic content areas to include social-emotional and behavioral factors.

We examined existing practices and refined our systems of data analysis to implement regular data team meetings with the involvement of multiple stakeholders. ELA Data Team meetings are held every six to eight weeks and are attended by grade-level teachers, interventionists, the instructional coach, and administrators. Prior to data meetings, updated student data is compiled in a spreadsheet. Data includes multiple assessments, such as Measures of Academic Progress (MAP), i-Ready Diagnostic, Fountas and Pinnell reading level, and anecdotal notes. The teams look at students who are working below predetermined proficiency levels or not making adequate progress. Decisions are then made regarding appropriate levels of support and interventions necessary. For example, students may need to be increased from Tier 1 to Tier 2 in the Multi-Tiered System of Supports (MTSS) or changed from receiving Leveled Literacy Intervention (LLI) to Systematic Instruction in Phonemic Awareness, Phonics, and Sight Words (SIPPS). Groups are then formed and support for students is provided during our schoolwide intervention blocks. During these 30-minute blocks of time within the content area schedule, students are pulled out of class to receive needed interventions by other classroom teachers, interventionists, our special education teachers, or our ML teacher. All students not pulled out for intervention are working on a computerized program that designates a path of instruction based on needs, whether accelerated or on-grade level, identified during a diagnostic assessment.

The results of common summative math assessments are analyzed at the end of each math unit as well. Teachers use a grade-level spreadsheet to record the questions that students got incorrect. During math data meetings, this data is examined by the grade-level teachers as well as the instructional coach and administration to look for areas of strength, areas for remediation, and trends across the classes. The teachers then use the data to create remediation and enrichment groups for the coming weeks. Diagnostic assessment data for math is also analyzed to design small group instruction and highlight gaps that may need to be filled for students to make academic progress.

The Leadership Team also analyzes schoolwide data after assessment cycles to determine strengths and areas of need for the school and grade levels. For three years now, we have tracked Tier 2 Academic Vocabulary as a schoolwide Wildly Important Goal (WIG). An engagement survey is administered to students twice a year, and the results have been used to increase engagement through the addition of Mindful Me lessons that focus on self-efficacy and growth mindset. Behavior data is analyzed by the leadership team and school counselor to identify students who need additional support with our school-wide expectations.

We regularly celebrate wins in our student achievement progress during faculty meetings and data teams. CES believes in a growth mindset and that no matter how well we are doing – there is always room for growth!