

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 6260 E Blalock Road  
(If address is P.O. Box, also include street address.)

City Lucama State NC Zip Code+4 (9 digits total) 27851-0070

County Wilson County

Telephone (252) 239-1257 Fax (252) 239-1943

Web site/URL <https://www.wilsonschooolsnc.net/les> E-mail [april.shackleford@wilsonschooolsnc.net](mailto:april.shackleford@wilsonschooolsnc.net)

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr Lane Mills E-mail lane.mills@wilsonschooolsnc.net  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wilson County Schools Tel. (252) 399-7700

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 Christine Fitch  
(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

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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

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**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):
- 13 Elementary schools (includes K-8)
  - 5 Middle/Junior high schools
  - 5 High schools
  - 2 K-12 schools
- 25 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	0
K	68
1	63
2	52
3	61
4	56
5	65
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	365

\*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
  - 20.7 % Black or African American
  - 29.4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 45.3 % White
  - 4.6 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 16%

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

Lucama Elementary School has a transient population. We have a large number of families who move due to seasonal work. Additionally, some of our low socio-economic income families often experience difficulties in securing affordable housing and/or childcare, causing them to transfer to other schools within the district.

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	26
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	59
(4) Total number of students in the school as of October 1, 2021	360
(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

English Language Learners (ELL) in the school: 11 %  
40 Total number ELL

7. Students eligible for free/reduced-priced meals: 68 %

Total number students who qualify: 248

8. Students receiving special education services with an IEP: 10 %  
Total number of students served 36

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>5</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>5</u> Other Health Impaired
<u>11</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>9</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 4 %  
Total number of students served: 16

10. Number of years the principal has been in the position at this school: 2

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.	18
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
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.	6

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 22:1

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	93%	99%	97%	98%	98%
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.

To develop each student to his/her fullest potential so that they can be an informed and constructive member of society.

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

<https://www.wilsonschoolsnc.net/Page/1614>

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**

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Lucama Elementary School serves students in grades kindergarten through fifth grade. This year Lucama Elementary is embarking on its centennial year; the school was opened in 1924 and originally served high school aged students. Lucama, North Carolina is a rural community approximately 10 miles east of Interstate Highway I-95 in Wilson County with a population of approximately 900 people. Through the years, Lucama Elementary remains a family oriented town and currently serves three hundred seventy three students, many of whom are fourth generation students.

Lucama's families and the Parent Teacher Organization are instrumental to the school's culture of success. The Lucama Parent Teacher Organization (PTO) remains a vibrant partnership that continuously invests in the students and staff of Lucama Elementary School. Our PTO, in collaboration with the staff, attributed to the success of family engagement events such as: report card nights, parent conference nights, performing arts nights, community culture nights, and school volunteering opportunities.

The strong family and community support at Lucama Elementary has a positive impact on the teacher retention rate at our school. Since we are able to maintain veteran teachers at the building level, this is a vital tool for new teacher recruitment. New teachers enter our building with a support system that enables them to become successful novice teachers.

Our focus on deliberate practices and fidelity offer all students the opportunity to engage in a rigorous curriculum that includes research-based best teaching practices and strategies. In addition to core instruction, students are provided personalized learning opportunities during Retooling (school day intervention/enrichment) and Keeping/Catching up Cardinals (extended learning tutoring sessions). These intentional learning opportunities are guided by our Opportunity Culture Instructional Leadership Team.

Opportunity Culture (OC) was initially implemented at Lucama Elementary School during the 2020-2021 school year. OC is an advanced teacher leadership model that provides high achieving teachers with monetary and professional opportunities to reach both teachers and students. The team consists of nine staff members led by the principal. The team includes the assistant principal and expert advanced teacher leaders: Multi Classroom Leaders, Master Team Reach Teachers, Team Reach Teachers, and Reach Associates.

The Multi Classroom Leaders (MCLs) at Lucama Elementary School lead teachers in coaching activities, planning instruction, analyzing data, and targeting sub groups of students. The Master Team Reach Teacher (MTRT) supports a specific subgroup of students at the classroom level and co-coaches with the MCL and the Reach Associate (RA). The Reach Associate is a high functioning instructional assistant that targets sub groups and provides classroom instructional support for the MTRT. The team is an innovative tool to our instructional success.

Lucama offers diverse learning opportunities for students. These opportunities include: small group Social Emotional Peer Learning, a "Live" morning news cast team, STEM/Robotics team, Lego team, Singing Cardinals, and lunchtime Chess games. These implementations provide students with real world opportunities to practice social skills that increase self-efficacy, self-motivation, self-regulation and to engage in cooperative learning and problem solving tasks.

Our school-wide instructional approach is supported by non-instructional committees such as Hospitality, Awards/Spirit, and Positive Behavior Interventions and Supports. The mantra of this approach is "Maslow before Blooms", which means that we desire a culture that intentionally supports the whole child. These collaborative approaches and committees ensure that all students are learning in a safe, positive, and rewarding environment.

Each and every person within our school has an important role in the success of our students. In the fall of 2022, Lucama was recognized for receiving 100% sanitation grade and continues to have the highest sanitation grade over the last two years out of all twenty six district schools. This is attributed to our



committed custodian staff of 2.5 staff members. Custodians collaborate with the administration team monthly or as needed to discuss building needs (both indoor and outdoor), upcoming events, and school-wide learning environments. School needs are monitored by the school's secretary/bookkeeper in collaboration with our district maintenance office. The Child Nutrition Team at Lucama Elementary School makes morning breakfast and lunch times inviting with year round thematic decorations. Our Child Nutrition Team wears shirts and smocks that correlate with school-wide holidays and events. Most importantly, they greet and serve students with warm smiles and comments. Although their job requires entering a federal provided lunch number, they actually know our students by name.

Our school's success is recognized by other school districts and organizations outside of the small Wilson County community. Lucama Elementary School operates by utilizing the science of deliberate practices and is led by staff (both certified and non-certified) that focuses on students first. Our school is consistently known for meeting and exceeding growth according to the North Carolina Department of Public Instruction proficiency and growth model. In October 2022, Lucama's school letter grade increased from a 71(B) to an 83(B) in one academic school year, and met and exceeded growth with 99.2% of students in grades third through fifth. As a result, the students, staff, families, and community were celebrated in the Fall of 2022 for being recognized at the top 1.25 percent of all North Carolina schools. Lucama Elementary has hosted many non-profit educational events and school districts from across the nation including a BEST NC visit. BEST NC is a non-profit, non-partisan coalition of business leaders committed to improving North Carolina's education system through policy and advocacy.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

The English Language Arts (ELA) instruction follows the Science of Reading (phonological/phonemic awareness, multisyllabic, and rich vocabulary) which is adapted to the standard based reading comprehension and the North Carolina English Language Arts Standard Course of Study. The framework provides students access to whole group and small group instruction, as well as, intervention or acceleration during the instructional school day. Subgroups are created based on formative assessment data and as a result students are provided extended learning opportunities. The master schedule allows for 120 minutes of daily reading instruction.

ELA curriculum and instruction is supported with 95 Percent Group Curriculum and Flyleaf Publisher texts. The 95 Percent Group curriculum is committed to empowering teachers with resources and instructional approaches that are not only based in the Science of Reading, but also demonstrate rigorous evidence of efficacy. Our instructional services department understands that a child's path to literacy is one of the most important in their lives and therefore the commitment to their reading success is taken very seriously.

The Learning Focused instructional framework provides teachers with a planning process that follows a coherence of learning standards through the use of complex texts. Students' thinking is scaffolded through the implementation of specifically designed learning essential questions, key vocabulary, graphic organizers, and anchor charts. These core components are targeted using Strategies in Action (metacognitive thinking strategies, activating prior knowledge strategies, vocabulary strategies, questioning strategies, and summarizing strategies) that incorporate both writing to learn and writing to inform techniques. Student responses are gauged using several data points, such as question stems, wait time data points, and student response data points. Wait time data points are significant when it comes to monitoring student stamina and student turn and talks. The error analysis protocol is driven by students' written and oral Stop and Jots.

The Opportunity Culture instructional leadership team monitors lesson planning with team teachers through the use of formative assessments. Assessments include Dibels 8, MasteryConnect/Encase, Read to Achieve passages, and district writing assessments. Formative assessments along with teacher observations, student attendance, and student behavior reports are under the umbrella of data driven instructional protocols. Instructional protocols remain the core of data days, grade level planning, professional development, professional learning communities, and the shift to vertical planning.

Students benefit from personalized learning platforms such as Lexia Core5, Actively Learn, and Read Theory for English Language Arts support. Lexia Core5 is an adaptive learning platform that provides weekly learning targets and usage for students. This data point is used in both student and teacher led conferences. Students' outcomes are reinforced and reset weekly and are celebrated as students meet their individualized goals. Actively Learn and Read Theory are utilized to engage students in grades third through fifth in complex text. Our students witness outcomes of increased stamina as the programs allow teachers to plan opportunities for students to intentionally chunk, scaffold, and annotate complex reading passages. We continue to focus on increasing our students' metacognition skills as they become lifelong readers and writers.

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

The mathematics curriculum aligns to the North Carolina Department of Public Instruction mathematical domains and standards. The mathematics instruction follows the Concrete-Representational-Abstract Model (CRA). Students are provided the opportunity to engage in computation fluency and mathematical problem solving, utilizing concise mathematical strategies and language. The master schedule allows for 90 minutes of whole and small group core instruction daily. Targeted subgroups are created from formative assessment data points and students are then provided extended learning opportunities.

Curriculum and instruction is supported by Wilson County district pacing guides and resources, Do The Math, Think Up/Motivational Math, and NC Tools 4 Teachers. Students are provided opportunities to engage in differentiated core instruction that addresses their mathematical and conceptual understanding of the following domains: counting and cardinality, operations and algebraic thinking, number and operations in base ten, numbers & operations - fractions, measurement and data, and geometry. Instructional lessons target hands-on and tangible materials, drawing and visual models, and numbers and equations. Our mathematics goal is to provide a progression of the standard within and across all mathematical domains.

The Learning Focused framework provides teachers with a planning process that follows a logical and sequential progression of the learning standards through the use of manipulatives, computation, math tasks, and word problems. The framework scaffolds student thinking through the implementation of learning essential questions, vocabulary, graphic organizers and anchor charts that “nail” the thinking behind the standard. Differentiated math is previewed during core instruction, allowing teachers to observe the students' mathematical conceptual knowledge. This mode of instructional delivery emphasizes prevention measures versus intervention, and as a result decreases students' level of frustration as they respond to layers/levels of instruction.

Our Opportunity Culture team monitors lesson planning with team teachers through the use of formative assessments. Formative assessments include STAR CBM (Kindergarten), STAR Math, MasteryConnect/Encase assessments, common formative assessments and released test items from NCDPI. Like ELA, the math formative assessments drive our instruction and remain the focus of data days, planning, professional development, professional learning communities, and the shift to vertical planning.

Students benefit from personalized learning platforms such as Dreambox and 99 Math for Mathematics support. Dreambox is a daily expectation for all students. The platform is an adaptive blending learning program that provides each student with individual units and data. Data points are used in both student and teacher led conferences. Students' outcomes are reinforced and reset weekly and are celebrated as students meet their individualized goals. 99 Math is a fact fluency platform that is utilized in grades third through fifth that masterfully supports curriculum standards.. Students witness outcomes of increased math fluency and automaticity. Overall, we continue to focus on increasing our students' problem solving and critical thinking skills as they become lifelong mathematicians.

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

The science instruction follows North Carolina Department of Instruction standards. Students are provided with explicit instruction as well as demonstrations facilitated by teachers or community partners. Students engage in hands-on activities with an emphasis on vocabulary. They utilize their learned knowledge to complete inquiry-based investigations. Science is integrated into our ELA curriculum through the use of complex informational text. Learning activities and culminating assignments provide students the opportunity to engage in writing to learn as well as writing to inform. Students in Kindergarten through Second Grade gain exposure and knowledge of the Science domains by engaging with teacher read-alouds. Teachers scaffold and preview content by creating anchor charts, graphic organizers, and learning activities to assist students in writing to inform. The master schedule allows 30 - 60 minutes of core instruction daily.

Students participate in extended learning activities such as the science fair and community partnerships. In collaboration with the AIG specialist, Lucama participates in the Wilson County Science Fair. Students are required to use the scientific method to present their projects. Grades first and second participate in Soil, Water, and Conservation projects and Embryology life cycle units.

The digital learning specialist supports science content, such as weather and forces and motion. Students in Fifth Grade collect data from an on-site weather station. Students record and graph the data that is collected. Morning announcements presented by student anchors provide an opportunity for the weather station data to be shared school wide and through our school social media platform.

Student mastery is measured using formative assessments. Science formative assessments include learning

activities with evidence of inquiry based questions, Tier 3 vocabulary, scientific concepts, and MasteryConnect/Encase items. The assessments drive our instruction and vertical professional learning communities to increase proficiency on the North Carolina Fifth Grade Science End of Grade Test.

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

The social studies instruction follows the North Carolina Department of Instruction Standard Course of Study. Students are provided with direct explicit instruction and demonstrations, with an emphasis on vocabulary. Students engage in literature enriched social studies instruction that aligns with civics and economics. Student mastery is measured using formative assessments and by elaborating and evaluating their learning through writing and response to higher order thinking strategies (summarizing, paideia seminars, etc). The formative assessment includes teacher generated assessments, cooperative learning, graphic organizer learning activities with evidence of writing to inform, and tier 3 vocabulary around specific social studies concepts, for grades kindergarten through fifth. Social studies is integrated into our ELA curriculum through the use of complex informational and fictional text. The learning activities provide students the opportunity to engage in writing to learn and writing to inform activities. Students in grades second through fifth gain an exposure and knowledge of Social Studies by engaging in research projects on significant eras in North Carolina and United States History and important historical figures/people. Teachers scaffold and preview content by creating anchor charts, graphic organizers, and learning activities. The master schedule allows 20 - 45 minutes of core instruction during the school day.

Students participate in extended learning activities such as Black History Month research projects every January through February. Student products reflect brochures, powerpoint presentations, Google slideshows, and tri-fold board presentations. Most recently, our student media team presented highlights or moments from history during the live morning announcements. The digital learning specialist supports social studies content by assisting with students' research projects. Students engage in preselected historical fiction and informational text. Students' products are poster presentations, brochures, powerpoint presentations, informative essays, etc. During the months of January and February the Lucama Media Team features famous historical figures each day.

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

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

### **2. Other Curriculum Areas:**

#### **2a. Arts (visual and/or performing)**

The arts and humanities are vital to student development. Students participate in general music classes weekly. The learning activities allow students to experience public speaking, acting, singing, and playing instruments. Each grade level presents a relevant musical program. In February, students presented the "I have a dream" performance.

Students in grades fourth through fifth audition for our school chorus, The Singing Cardinals. Students follow a strict criterion (academic performance, behavior, and requires after school practices each Tuesday). In 2022, six students were selected to participate in the North Carolina Elementary Honors Chorus and traveled across the state to perform with other elementary students. The Singing Cardinals also participate in numerous community events across our district.

Students engage in art education on a weekly basis. They explore painting, sculpting, oil pastels, paper mache and a variety of drawing tools. Our art teacher provides props and backdrops for all musical

performances. The art teacher stays abreast of opportunities to connect students' art work to real world, community art shows. Student art work is traditionally displayed in the Superintendent's Holiday Card Contest, the North Carolina Board of Education Poster Contest and the Art Teacher and Student Exhibition with the Wilson Arts Council.

## **2b. Physical education/health/nutrition**

Physical Education involves students enhancing their physical fitness, gaining a foundational understanding of recreational and middle school aged sports and acquiring healthy living habits. Students engage in team approach activities. They learn to respect the abilities of others and function cooperatively. Each year our students participate in the American Heart Association Heart Walk and the American Heart Association Jump Rope for Heart fundraisers. Students accept pledges from their families and the community as they walk laps and jump rope. They raise money to support research for healthy hearts and earn proceeds to help purchase physical education resources.

Each spring our PE teacher organizes a field day. Field day is a collaborative day that involves our classroom teachers facilitating physical fitness and relay stations. PTO members and volunteers provide cool down stations for students and lunch coverage for teachers. This event traditionally involves 100 or more family members. In the spring of 2022, our PE teacher in collaboration with our principal, established a "PE with your parent" week. Student families were invited to participate in PE with their child during the instructional day. Students and families engaged in fun activities such as bowling and jumping rope.

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

## **2d. Technology/library/media**

Students participate in media/library weekly. Our Digital Learning Coach (DLC) monitors and continues the development of the Media Center with book collections, inventory, circulation of materials, and electronic devices. Our DLC collaborates with staff as they implement the curriculum and focuses on both makerspaces and STEM activities. The media schedule is flexed when necessary in order to provide maintenance and support to teachers and students with electronic devices.

The DLC leads our school's STEM and Robotics teams. STEM and Robotics teams participate in a Tri-County Brick City Competition. In 2022, one of our two teams placed 2nd in the all around competition. The STEM Lego team allows our students to participate in the Lego League Competition. Students are required to be accountable academically and behaviorally, and they must practice and prepare after school.

The Media Team, a group of 5th grade students, create and perform our daily announcements via the school website and Facebook. These students arrive at school early, turn in their homework, eat breakfast, and go live by 8:05 am each morning. Community members and family are often seen leaving their remarks and praises in the comments section below each recorded broadcast.

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

Our successful student outcomes are attributed to the extended learning programs that we offer. As a result of deliberate data days that follow each quarterly benchmark, we are able to target the needs of each subgroup across the content areas of reading, math, and science. Our school facilitates these extending learning sessions once each quarter for two days a week, over a three week period.

We target bubble students, who are on grade level, but are in need of quick spiral reviews or conversations/strategies around error analysis. These students are our Keeping up Cardinals. They are just measures above or below the proficiency mark and need to secure their overall performance on standardized testing.

We target our English Language Learners and Students With Disabilities that need specific foundational units in math and/or literacy. These students are our Catching up Cardinals. They have large gaps and require additional support to make positive growth. These extended learning sessions involve a deep analysis of teacher impact and this impact is used to determine who will meet the needs of each specific subgroup and the corrective instruction action plan that will be considered for that subgroup.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Our school follows a specific data driven instruction protocol that identifies student performance levels and teacher impact on specific student subgroups. In order to support our Tier II and Tier III students, federal funding is utilized to provide targeted small group instruction. These targeted small groups are facilitated by our Opportunity Culture Team which consists of Multi Classroom Leaders, Master Team Reach Teachers, Reach Associates, an interventionist, and tutors. One hundred percent of these facilitators have 10 or more years of positive growth and proficiency in student outcomes. In addition to core instruction, these students are pulled on average three to four times each week for 20 minutes. Formative assessments such as Dibels 8 (formative literacy assessment) and STAR Math (formative mathematics assessment) are used to diagnose each student's area of concern in literacy and mathematics. These formative assessments are given three times a year and allow progress monitoring between assessments. Teacher assessments and observations are also considered when monitoring students' rate of improvement or progress trends.

Ninety-five percent Group Intervention Kits are used to provide instruction in the area of literacy for students performing below grade level. Do The Math scaffolding units that focus on whole numbers and fractions are used to support students performing below grade level in mathematics. Although Tier II and Tier III staff utilize criterion tools to progress monitor students in targeted groups, each classroom teacher follows a progress monitoring calendar and provides national normative progress monitoring for the those students as well. This approach allows our Multi Tiered System of Support (MTSS) or Problem Solving Team(PST) to gauge both skill specific outcomes and overall student outcomes. During PST professional learning communities, multiple data points are considered when discussing Tier II and Tier III students such as, attendance, behavior, medical needs, etc.

#### **3b. Students performing above grade level:**

At Lucama Elementary School, our Elementary Academically and/or Intellectually Gifted (AIG) Specialist serves our students three days each week. Our school's AIG population is sixty-five percent white, thirty-one percent hispanic and less than one percent black. Instruction is collaborative with the general education teacher and addresses the North Carolina Standard Course of Study (NCSCOS) curriculum through differentiated services that compliment each student's needs.

Our AIG subgroups and core enrichment students provide meaningful, rigorous, and technologically advanced instruction and opportunities. The educational opportunities are Soil and Water Poster, Essay, Slide Show, and Public Speaking Contest, Science/STEM Fair, Battle of the Books, Optimist Club Essay and Speech Contest, NC State Engineering Camp, STEM Challenge, and Lego Brick City Challenge. Our AIG Specialist makes these initiatives school-wide, collaborative learning opportunities across all grade levels.

In order to extend the reach to more students, our AIG Specialist analyzes multiple data points to recognize, challenge, and nurture non-qualifying students. The progress trend of these students as well as our AIG subgroups is monitored yearly by our AIG Specialist and grade level teachers. Our AIG Specialist facilitates learning activities that expose students to advanced deductive thinking and logical reasoning skills.

#### **3c. Students with disabilities:**

In our district, students who qualify for the Exceptional Children (EC) program due to disabilities are provided specially designed instruction that is guided by an individualized educational plan (IEP). Student IEPs provide uniquely designed learning pathways that develop students educationally, socially, and emotionally. This specialized instruction is facilitated in small groups and one to one settings. Families attend school based meetings and receive individual student progress reports. The teacher maintains a caseload of approximately twenty five to thirty students. The EC Resource team is a collaborative team led by our EC Resource teacher and other specially trained professionals including a speech language pathologist, occupational therapist, physical therapist, adaptive physical education teacher, a team of psychologists, families, general education teachers, and school administrators.

Specific instruction is delivered to students utilizing program based curriculum, such as, Reading Mastery, HillRAP, and Numbers World. Reading Mastery is a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The program places particular emphasis on teaching thinking skills and helping students acquire background knowledge

The Zones of Regulation curriculum develops awareness of feelings, energy, and alertness levels while exploring a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. It provides our staff with an easy way to help students think and talk about how they feel on the inside and to sort their feelings into four colored zones. Once students understand their feelings and zones, they learn to use tools and strategies to manage them and to meet goals like doing schoolwork, manage big feelings, and develop healthy relationships with others. The simple common language and visual structure of The Zones of Regulation help make the complex skill of regulation more concrete for all learners.

### **3d. English Language Learners:**

The English Language Learner (ELL) Teacher serves our students three days each week. Our ELL students make up approximately eleven percent of our student population. Instruction is collaborative with the general education teacher and addresses the North Carolina Standard Course of Study (NCSCOS) curriculum through differentiated services that compliment each student's needs. The goal of Wilson County Schools English as a Second Language Program is to provide equal educational opportunities to students who have a primary home language other than English and who are English Learners (ELLs). The main focus is to provide an English-rich environment in order for students to attain grade-appropriate academic achievement. This program, beginning in kindergarten and continuing through high school, will provide each limited English speaking child the opportunity to be successful in academic areas and to develop listening, speaking, reading and writing proficiency in order to be successful in all classes.

The objective of Wilson County Schools ELL program is to identify and assess all students whose native or home language is something other than English. Instruction is provided to all students who do not understand, speak, or read, and/or write English. The progress of language minority students is assessed and monitored with an ongoing evaluation process. Students develop the skills of listening, speaking, reading, and writing. Multilingual students are able to function comparably with English speaking students.

Staff development on ESL instructional best practices is woven around the English Language Development (ELD) Standards in collaboration with the State of North Carolina and WIDA Consortium for educators. It is provided as needed based on the language and cultural needs of multilingual students. Progress reports and parent conferences help to communicate instructional goals and expectations to parents and encourage them to support their children's progress and participate in their educational experience.

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

Homeless students (McKinney-Vento) are identified by the powerschool data manager and school counselor. They follow a comprehensive protocol in collaboration with our school social worker, the district's Homeless Liaison, and the students' families. Students identified as homeless, once enrolled in a school, are referred to the school counselor who will notify the Homeless Liaison and the school social worker. We aim to keep our homeless students in our school throughout the year, even after they have found permanent residence, to provide them with stability and consistency.

In an effort to assist students with having nutritious food on the weekends, the Children's Hunger Elimination of Wilson (CHEW) program sends home letters at the start of each academic school year. Qualifying students are provided child-friendly food within the CHEW bags. This program is made possible by caring citizens throughout our community. Breakfast, lunch, dinner, fruit, snacks, and juice are provided for Saturday and Sunday. The food bags go out each Friday and are managed by the school counselor.

Our school council hosts Helping Hands during the holidays. We offer Helping Hands to families experiencing hardships, such as lost jobs, house fires, and homelessness. Donors are solicited and provided student information. Both donors and student information remains anonymous. Gifts are delivered to school on or before winter break.

In collaboration with the Wilson County Public Schools Department of Student Services, the social and emotional needs of select students are supplemented with mental health services provided by Pride. The organization provides both day treatment (at school and in office) and in-home clinical services. They also provide a community-based network of services designed to serve an individual's needs in the least restrictive and most appropriate setting.



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The Multi-Tiered System of Support (MTSS) is a deliberate practice. School leaders and ECATS leads participate in professional development and function as a school level MTSS committee. This committee represents General Education, Positive Behavior Interventions and Supports (PBIS), School Improvement Team (SIT), Professional Learning Communities (PLC), and Student Support Services (SSS).

Core instruction is guided by Learning Focused (LF) and Opportunity Culture (OC) leaders. LF focuses on directly correlating effective teaching with student achievement using high-yield strategies, catching up struggling students, moving at-risk students forward, and accelerating learning to close gaps. Our teaching and learning framework makes teachers more effective in the classroom and are monitored with weekly snapshots and real time feedback. The philosophy of OC is to reach more students with excellent teaching. The OC team consists of teachers with a record of high student growth that leads teams through innovative teaching roles, paraprofessional support, and increased tutoring time.

PBIS focuses on improving positive behavior for all students. We SOAR by Being Safe, Orderly, Accountable and Respectful. Students are celebrated daily/weekly by monitoring ClassDojo goals. Our PBIS Committee celebrates students quarterly by monitoring student attendance, behavior incidents, and classroom ClassDojo goals.

Our School Improvement Team (SIT) develops our School Improvement Plan (SIP). We yearly complete a comprehensive needs assessment (CNA) and NC Facilitated Assessment of MTSS - school level (FAM-S). Our SIT participates in leadership retreats with the support of our SIP Coach to analyze and interpret the data which is used to develop and prioritize the needs of our school. The team then creates actionable steps that align to the Wise Ways Indicators. The SIT monitors and analyzes these actionable steps monthly to assess levels of implementation.

Professional Learning Communities (PLC) drive our best instructional practices. Norms are established at the beginning of each year. During PLCs, grade levels determine evaluative tools to be used for gauging student mastery and teacher effectiveness. Grade level PLCs are a required part of our calendar. Digital data notebooks allow teachers, administrators, Opportunity Culture team leaders, interventionist, EC personnel, and tutors to all have access to student attendance, behavior, and academic outcomes, at the click of a button.

The Student Support Services (SSS) informs our families that support is available and essential for the well-being of each student. Our school has access to counselors, social workers, nurses, psychologists, and collaborates with community partners to provide a comprehensive health model for students and families. School counselors, social workers and nurses collaborate with school leaders, staff, students, and families. Families are provided a digital link to request services. It is typical for our families to directly reach out to SSS.

### **2. Engaging Families and Community:**

Family engagement and communication is an open and ongoing entity that supports student success and school improvement. Our school calendar includes family engagement opportunities, such as Open House, Parent Conferences, Report Card Pickup Nights, PTO Programs, Awards Day, Field Trips, Field Day, Book Fair, Science Fair, Proctoring benchmarks and NC End of Grade Tests, and Lunch with your Child (Wednesday). It is typical for all school programs to be standing room only.

Families are invited to schedule parent conferences numerous times throughout the year. Parents attend IEP meetings, 504 meetings, and Problem Solving Team meetings. They are also contacted in reference to all student discipline referrals.

It is expected that all teachers and families communicate via ClassDojo to share student success, student areas of concern, and to address student needs. ClassDojo is a two way communication platform in which teachers can share classroom specific announcements or links to the school's social media pages and website. Our school social media pages and blackboard announcements are routinely shared each Sunday evening. The student media team airs a live morning broadcast each morning and these broadcasts are recorded for families to have continuous access.

Parent Teacher Organization (PTO) has established a membership drive that kicks off at Open House each year. PTO is represented with members on our School Improvement Team, Tutoring Roster, Substitute Teaching Roster, and Volunteer Roster. The PTO organizes fundraisers in order to support both instructional and non-instructional needs of our students and staff. They also support at least one musical program presentation each quarter. The organization runs a two week holiday store in December. The store allows students an opportunity to purchase gifts for their friends and family at an affordable price. Community partners, staff, and families donate additional money, so that all students have the opportunity to shop for their family and friends.

The student support services department, which consists of our school counselor, school nurse, and school social worker, engages with our families on a daily basis. The engagements involve 504 meetings, updates on student health logs and needs, attendance contracts, residential verification and other support that may be necessary for our families. Each morning our school counselor has a morning duty that allows her to greet all students and be flexible enough to escort students to their class as needed. It is routine for the principal to be visible to families at morning dropoff and afternoon dismissal.

### **3. Creating Professional Culture:**

Deliberate practice refers to a special type of practice that is purposeful and systematic. While regular practice might include mindless repetitions, deliberate practice requires focused attention and is conducted with the specific goal of improving performance. Our goal is to be so deliberate and intentional that we are able to attack our needs in three actionable steps. We believe that effectiveness has to be both critical and attainable. For example, whether it is a School Improvement Team meeting, a staff meeting, or a PLC meeting, our agenda is strategically designed to focus on one big idea that can be attained in three action steps. This is evident on our school wide agenda, as we have already predetermined the purpose of any meeting that should take place. For example, when our instructional leadership team is planning for PLCs, their focus or big idea will be one of the following Problem Solving Team/MTSS, Assessment (Create & Preview, Review, Unpack Standard, Data Analysis), Planning (Unpack Standard), PD (Strategy Share, Resources), or Corrective Instruction.

We also utilize the science of deliberate practice for our coaching plans. We understand that not all of our teachers and instructional assistants have the same need. In this case, we have developed coaching tiers. This model will allow for all of our teachers to engage in a coaching cycle. The more critical the need, the more intensive the coaching. For example, teachers with a summative proficiency greater than sixty-five percent are generally on a coaching cycle that involves grade level planning, facilitated PLCs, and principal snapshots. However, a teacher with a summative proficiency below sixty-five percent participates in coaching plans that include strategies such as modeling, co-teaching, and teacher studies. This model ensures that all teachers are consciously aware of the planning, the instruction, and the assessment continuum of teaching. These coaching cycles are discussed in one to one meetings with the principal and are aligned to each teacher's individual growth plan and their North Carolina Teacher Evaluation Rubric (specifically standards 1, 5, and 6).

### **4. School Leadership:**

The first and most important task of the leadership is greeting all students upon arrival to campus each day. The principal and assistant principal make their rounds to each classroom, daily. It is the hope of the leadership team that students and families feel that Lucama Elementary is a safe and nurturing learning environment. It is typical to see a leader helping a learner complete a task, providing needed supplies, or providing motivation.

The administrative team follows a distributive leadership model of shared management. The principal and assistant principal deliberately meet weekly to and individual non-work related needs. After this two hour meeting, the team retires with a weekly newsletter, weekly walkthrough expectations, a summary of discipline needs, and a radar for possible challenges among staff, students, and families. When it comes to the students at Lucama Elementary School, the administrative team operates with consistent urgency. The team finds patterns of teaching and student outcomes derived from Learning Focused snapshots and walkthroughs that gauge instructional practices and classroom learning environments.

During the weekly plan of actions, the leadership team is cognizant of the school-wide calendar, and, district events, Opportunity Culture has become the vehicle to distributed leadership at Lucama Elementary School. Because of the advanced and expert level of instruction of this team, our capacity to make instructional impact has been raised to a boundless level. This team, under the coaching of our school's principal, is able to provide professional development and coaching to veteran teachers, novice teachers, and instructional assistants. This professional development is not limited to traditional "sit and get", but has been found to be innovative through modeling, teacher studies, and researched based conversations. Federal funds are used to invest in professional development for all instructional staff, both certified and classified. This instructional leadership team meets weekly to celebrate successes, address practices and instructional needs, to receive principal and teaching professional coaching, and to develop a timeline of intentional coaching actions. The deliberate practice of this leadership team is powerful in establishing the professional culture of our school. The leadership team provides ongoing professional development for instructional assistants to ensure they are knowledgeable and prepared to support both core and Tier II instructional needs.

Additionally, the administrative team at Lucama Elementary meets with the school counselor each week. During this meeting, the principal provides support in the areas of family engagement, social and emotional student groups, 504 plans, Tier II and Tier III behavior interventions, and attendance. It is important that the school counselor is viewed as a substantial part of the school leadership team and remains abreast of each student's academic, social, emotional, and behavioral needs.

## **5. Culturally Responsive Teaching and Learning:**

Previewing is implemented across all grade levels and content areas. This strategy provides a purpose for learning the standard, the modalities or resources that will be used to deliver the content, and vocabulary. The scaffolding provided in the preview capitalizes on the science of prevention instead of intervention after learning takes place. It connects with what students already know, in order to build their mental storage during the learning process.

The PBIS matrix encourages students to SOAR (Be Safe, Orderly, Accountable and Respectful) within the entire school and bus setting. School-wide behavior expectations are reinforced with Give Me Five; a brain-based gesture that requires staff to silently raise their hands. Give Me Five is for students to readily reset (eyes on staff, voice level zero, ears listening, body gets still or in position, brains are focused) in all areas of the school. This strategy nurtures self regulation.

Our students are regularly celebrated. Students participate in grade level incentives as they meet their individual academic goals and Class Dojo goals. The PBIS Committee celebrates good behavior and attendance each nine weeks and Awards/Spirit Committee celebrate academic excellence each nine weeks. Students are given four opportunities to be recognized throughout the school year. Each student is provided a monogrammed lanyard that has their grade level and nametag. Each nine week students are awarded pins and buttons to add to their lanyards. At the end of the year, students take their lanyard of pins and buttons home to place in a shadowbox or hang in a meaningful place within their homes or bedroom. Teachers and staff, chosen by the principal, are also recognized each nine weeks. Family and community donors provide staff members with a gift at each awards day ceremony.

Each morning, our students have access to a school store. The school store retails school supplies, sensory items, stress relief toys and other small items.. These items retail for fifty cents to one dollar. Students balance getting their supplies to class, picking up breakfast, and stopping by the school store. They become

accustomed to waiting in line, sharing a dime or quarter with a peer, and exchanging gifts with their teachers and peers.

Duty Free Lunch is provided for all certified and classified employees five days a week. Teachers look forward to escorting their students to the cafeteria and having approximately 20 minutes of non-student interaction, in order to eat their lunch or communicate with their grade level colleagues. It is also understood that duty free lunch is not permissible on early release school days and professional development days.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Although we consistently participate in weekly PLCs, our school improvement team plan ensures the implementation of data days using Title 1 funds. On data days, teachers are provided substitutes or classroom coverage for one instructional day, following each benchmark assessment. Teachers, under the instructional leadership of the principal and the OC Team of MCLs and MTRTs, follow a strategic data day protocol, which includes the following six steps.

Step 1: Update data notebook with student results (Prior to Data Day)

Step 2: Identify performance level percentages.

Step 3: Identify proficiency of student subgroups

Step 4: Item Analysis

Step 5: Discuss AHA's and confirmations in student results

Step 6: Develop the PLAN! How will we develop student outcomes?

While developing the plan during each grade level's data day, we determine which students will need retooling (drilling back), reteaching, or acceleration. Retooling is a 30 minute instructional block that occurs four to five times per week. These small groups provide specific subgroups with spiral reviews or interventions based upon collected data within a content standard and are facilitated based on teacher impact. Reteaching is a flexible learning opportunity that may take place during a chunk of the core instructional block or during after school/extended learning. Extended learning, which is scheduled after school hours, provides support for three subgroups of students; on grade level bubble students, students with disabilities and English language learners. Teacher effectiveness is used to determine which staff will provide specific extended learning tutoring services. We are able to compensate our teachers and staff for all extended learning hours worked, with the use of Title 1 funds. Acceleration takes place during the instructional day with the collaboration of the digital learning coach (DLC), OC teachers, and staff. Students are pulled to work on extension activities to enhance their learning. These learning activities include novel studies, group projects, presentations and interactive activities.

Specific resources are gathered during our data days that will be utilized for student learning. Each teaching team leaves data days with a six to eight week plan that will guide weekly PLC deliberate practices and action steps. This protocol inevitably reveals teacher impact and drives overall grade level ownership for all student learning.