

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 [] Choice

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

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

School Mailing Address 226 Roper Road
(If address is P.O. Box, also include street address.)

City Piedmont State SC Zip Code+4 (9 digits total) 29673-8431

County Anderson County

Telephone (864) 850-5950 Fax (864) 850-5951

Web site/URL <https://www.anderson1.org/o/we> E-mail suttond@apps.anderson1.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Robbie Binnicker E-mail binnickr@apps.anderson1.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anderson School District 1 Tel. (864) 847-7344

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Nancy Upton
(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):
- 8 Elementary schools (includes K-8)
3 Middle/Junior high schools
3 High schools
0 K-12 schools
- 14 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	37
K	100
1	105
2	105
3	87
4	92
5	91
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	617

*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
 - 1 % Asian
 - 4 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83 % White
 - 5 % 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: 11%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	41
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	28
(3) Total of all transferred students [sum of rows (1) and (2)]	69
(4) Total number of students in the school as of October 1, 2021	604
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

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

Spanish, French, Russian, Gujarati, Ukranian, German

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

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

Total number students who qualify: 253

8. Students receiving special education services with an IEP: 14 %
Total number of students served 84

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>7</u> Autism	<u>4</u> Multiple Disabilities
<u>1</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>12</u> Other Health Impaired
<u>17</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>62</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</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: 25

10. Number of years the principal has been in the position at this school: 1

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.	29
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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	92%	95%	92%	93%	95%
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.

The mission of Wren Elementary, in cooperation with students, parents, teachers, and community is to provide a safe, positive, and caring environment that continually challenges all children to achieve personal success and develop their unique qualities through diverse educational experiences.

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

<https://boardpolicyonline.com/?b=anderson1&s=239255>

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

Welcome to Wren Elementary School (WES) where everyone feels like family, and students and teachers continue the tradition of excellence the school and district are known for. WES is nestled in a small suburban community where families move in and put down roots for life. Area businesses consist of one gas station and a few homegrown landscapers. Across the road from WES sits Wren High School and Wren Middle School. Our students truly grow up together. Wren schools, Wren Youth Association, and Wren area churches work closely together cultivating a community where everyone knows one another. Neighbors support each other, and the community is proud to boast of all things Wren Hurricanes. That familiarity helps to create a culture of togetherness and community pride that extends into every classroom in our school. If you walk the hallways of WES, you will see fifth-grade students mentoring kindergarten and first-grade students, hallway displays celebrating student goals being met, wonderful student writing, student-created posters of positive character traits, and much more. You would see students often stopping to hug teachers and smiles all around. If you walk by the teacher's lunchroom during any lunch period, you will hear talking and laughter flowing out the doorway and spilling into the halls. If you spend a day at WES, you will see students collaborating, teachers collaborating, and leadership collaborating around a shared vision: student growth academically, physically, culturally, socially, and emotionally. Community extends beyond the brick and mortar; area ball fields, basketball courts, dance venues, and birthday parties are filled with teachers supporting students outside of the classroom.

WES prides itself on growing teacher and student leaders. Whether morning arrival or afternoon dismissal, students are greeted by peers, serving as safety patrols, as they arrive each morning. Students then enter the school lobby where they find their fellow students running our school store. Once settled into classrooms, the day begins with the Hurricane Report, our school news show, which is student-created and led and ends with a daily Mindful Minute where a student leader challenges all students to reflect on an area of growth or reach out to others through an act of kindness. Students begin the week by reviewing their class mission statement and setting goals for success throughout the week. Fostering various leadership opportunities is paramount to our students' success and something that we strive to cultivate in many different ways for all students. For instance, if you were to visit our school on a Professional Learning Community (PLC) Thursday during team collaboration time, you would see our self-contained special needs students delivering "orders" of snacks and drinks for teachers to enjoy while working together to create data-based action plans. WES believes that growing leaders is paramount to growing successful graduates. Our student leader team meets regularly to discuss real schoolwide issues and create action plans to address them. The student leaders then take their plans to our school leadership team to present and plan implementation. Our students value this opportunity to have a voice in how school operations function. They learn to be respectful and responsible advocates for issues that impact their school community. You would also see teachers leading teachers as grade-level teams analyze data to determine student growth and share best practices to learn from one another to maximize growth. You would also notice that teachers feel secure enough in their teammates to risk reaching out for support when their students don't score as well as others on common formative assessments, and feel confident sharing strategies that show data-based successes. The amazing thing you would notice after a few Thursday visits is that all teachers have successes to share as well as areas to improve upon. WES' mindset is that we are a team, and we are only at our strongest when we work together with the mission to grow all students at high levels.

WES' school theme is "We are a Family." This theme was chosen by our staff because that is what we truly believe in and model during the school year and beyond. The value of community, collaboration, and commitment to success for all, adults and children, is what sets our school apart and contributes to our unique character. It isn't one program but a combination of all that takes place within our building that fosters our success and promotes award-winning achievements such as; the South Carolina Healthy School Award, Exemplary Reading Award Honor School, Six Time Palmetto Gold Recipient, Two Time Exemplary Writing Award, Academic Excellence Award, and Top Ranked SC Ready Scores in reading and math.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

At Wren Elementary School, English Language Arts standards are taught by incorporating a balanced literacy approach into a workshop model. Each teacher, from grades K5-5, provides instruction through reading and writing workshops daily. We believe that utilizing the components of balanced literacy in the workshop model allows teachers to maximize instructional time in a manner that best supports individualized instructional practices. Teachers begin each workshop with a mini-lesson followed by independent practice. Each mini-lesson follows the "I Do, We Do, You Do" model to allow for scaffolding skills using the gradual release of responsibility method. This method allows teachers ample time to confer with students individually and in strategy-based small groups.

To support growth in critical foundational reading and writing skills, kindergarten, first, and second-grade teachers have additional blocks of time allotted for guided reading, phonics, and shared reading. The guided reading block focuses on sight words, comprehension, phonics, and writing skills. The phonics block focuses on building knowledge of patterns and rules of decoding and encoding. The shared reading block focuses on a spiral review of what great reading looks like, sounds like, and what good readers think while reading. WES believes that students learn best when they are allotted ample time to practice skills in multiple ways - individually, in partnerships, and in groups. Each workshop ends with a share time devoted to showcasing student work by sharing student exemplars of writing and/or writing about reading. Students share how they incorporated the focus skill into their reading or writing that day. Students revisit the "I can" statement for the learning target taught and share why it is important to their growth as a reader or writer. As a school committed to Professional Learning Communities, teachers meet in collaborative grade-level teams for 90 uninterrupted minutes during the school day every Thursday to review the current essential standard and learning targets covered within each unit. Teachers plan instruction based on state standards and data analyzed from pre-assessments given prior to planning the unit. Teachers spend many collaborative hours identifying essential standards, breaking them down into learning targets, identifying the Depth of Knowledge (DOK) level needed to master the standards, creating common formative assessments (CFAs) based on the DOK of each learning target, analyzing data from the CFAs, grouping students based on the data, and creating action plans to meet the needs of all students. Teachers utilize a variety of methods to assess students: multiple choice, short answer, extended response, rubrics, checklists, observations, etc. These assessments are collaboratively created and administered throughout the grade level on a strategically agreed upon day within the unit to ensure equitable and valid results. The data is then aggregated into a grade-level spreadsheet that includes the unit's learning targets and an agreed-upon scale to note each student's progress toward mastery. Teachers use common formative assessments to ensure that they address any student needs before administering a summative assessment. The goal is that ALL students learn at high levels.

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

Wren Elementary teachers utilize the South Carolina College and Career Ready Standards for Mathematics to support math instruction. WES teachers implement these standards by creating a rigorous learning environment with high expectations for all. Using state standards as guidance, teachers collaborate within grade levels and vertical teams with fellow colleagues to establish math essential standards. Essential standards are "Must Know" standards and help teachers provide a guaranteed and viable curriculum. Teachers build a strong foundation for math by focusing on the core components of number sense, contextual and abstract math reasoning, math fact fluency, and solving real word problems. Teachers have a shared commitment that ALL students will demonstrate proficiency in these standards.

All teachers at WES incorporate a guided math approach to math instruction. This instructional approach is implemented because it focuses on providing differentiated instruction that allows the teacher to meet the needs of all learners. Emphasis is placed on small group instruction based on student learning levels. Guided

math lessons begin with a 10-15 minute mini-lesson. This follows the "I Do, We Do, and You Do" model that provides support through gradual release. During the "I Do" portion, teachers introduce a learning target and model strategies to use to be proficient. The "We Do" allows students to practice a skill and take initiative through peer collaboration. It is common to see students lead this portion of the mini-lesson by modeling how they completed the skill. In the "You Do" portion, students independently practice the skill, then proceed to small group activities. These activities include hands-on math, technology math practice, independent practice, and teacher small group instruction. Students rotate through diverse and innovative standards-based activities. Once activities are completed, students meet as a whole group to reflect on and share their learning.

These curricular approaches were chosen because they are supported by data and achievement. WES ranks near the top in the state in math achievement on state assessments and students continue to grow in proficiency on Common Formative Assessments (CFAs) and summative assessments.

Wren Elementary has a collective commitment to collaborate in Professional Learning Communities (PLCs). In weekly grade-level PLCs, teachers explore learning targets for essential standards, create CFAs and summative assessments, and analyze the data from them. CFA assessments include exit tickets, assessments from technology programs like Freckle Math and Edulastic, and short assessments that are created collaboratively. CFA data is used to determine if intervention, enrichment, or reteaching is needed. Teachers group students based on data and are laser-focused on the type of instruction groups need. After summative assessments are given, teachers analyze data to determine if students met essential standards and if intervention is needed to guarantee ALL students demonstrate proficiency.

All stakeholders at Wren Elementary take pride in the math curriculum, instruction, and assessment. Students are prepared with world-class knowledge in math through rigorous standards and innovative teaching practices. Our ultimate goal is for ALL students to learn at high levels.

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

Teachers at Wren Elementary create science plans that not only engage students in thinking critically about scientific principles but also in utilizing their curiosity and knowledge to learn about the world of science.

The South Carolina State Standards for Science provide the instructional blueprint for teachers. The standards are composed of four strands of science: Physical, Earth, Life Sciences, and Engineering\Technology. Teachers plan specific units using the overarching standards and indicators to present the material and then have students respond through a variety of strategies. These strategies include cross-curricular approaches such as reading scientific mentor texts or using math to complete experiments. WES has two Science, Technology, Engineering, and Math (STEM) labs that teachers utilize for hands-on exploration of science standards in inquiry and project-based lessons. Teachers utilize digital resources such as video clips, Discovery Education, and Seesaw to teach students through engaging virtual experiences. Field trips, both in-house and off-campus, and interactive journals serve as opportunities to further student understanding and mastery of scientific concepts. Finally, many hands-on science experiments, activities, and projects allow students to be active participants in science at work. Textbooks are viewed as supplemental materials and are mainly used to support scientific content rather than serve as the primary source of instruction. WES has chosen this approach to instruction to highlight students' inquisitive nature while allowing them to take ownership of their learning.

To foster the effectiveness of these instructional practices, formative and summative assessments are used in the classroom. Assessments include exit tickets, quick writes, digital responses, labs/reflections, and summative tests. Data is analyzed to gauge students' mastery of scientific concepts. Analyzed results of assessments allow teachers to determine areas of strengths and areas for improvement. Overall, we have discovered that when students are actively engaged, initial mastery of assessment is greater.

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

Wren Elementary uses the South Carolina College and Career Ready Standards to guide their instruction of Social Studies in kindergarten through fifth grade. These standards are implemented to not only help students gain a better understanding of past historical events but also to promote inquiry into how these events had an overall impact on the world during that particular time period and in modern times.

Foundations of history, geography, economics, civics, and government are explored throughout the instruction. The ultimate goal is for students to become critical thinkers about the world—past, present, and future and use that knowledge to advocate for a better tomorrow for all.

Teachers employ a variety of practices in the daily instruction of social studies. Whole and small group instruction, technology, project-based learning, and cooperative groups are used to guide students as they learn about events that shape the world around them. The school values a strong literacy support curriculum that enhances vocabulary, writing, and research. Students hold researched-supported debates, act out battles, compete to build railroads, journal moving west in a wagon, and much more.

The faculty at WES uses both formative and summative assessment data to analyze student learning. Assessments include exit tickets, summaries, projects, traditional question-and-answer assignments, or oral presentations. The data gained from each assessment is used to re-teach, review, or extend learning to each student so that mastery of a learning target or standard is achieved by all students. As a result of these practices, the school implements a policy that all students can achieve at high levels.

Designing engaging lessons, implementing technology, and using formative and summative assessments to collect and analyze student data is creating a positive social studies learning environment at Wren Elementary where every student has the opportunity to grow.

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

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

Wren Elementary offers a half-day pre-kindergarten program for four-year-olds that provides standards-based instruction in the core curriculum areas of language arts, mathematics, science, and social studies, as well as in the physical and social/emotional domains. In our K4 program, students learn through hands-on activities and a variety of techniques that are developmentally appropriate for young, pre-kindergarten-aged children. Our K4 classroom houses multiple learning centers that incorporate literacy skills and play. Students create shopping lists in the kitchen area, draw out plans for building in our block center, curl up with a book, and 'read' in our cozy reading center, and they become authors of their own books in our writing center. When students aren't rotating through centers, they can be found receiving direct instruction in small groups with our K4 teacher and assistant, engaged in a whole class read-aloud while the teacher models reading skills, or helping to compose the morning message as a class.

WES uses the SC Early Learning Standards. These guidelines are designed to be aligned with the SC College and Career Readiness Standards for Kindergarten, and they also incorporate many of the skills outlined in the Profile of the SC Graduate, a framework that aligns the mindsets of teachers of all grade levels in South Carolina. When it comes to school readiness, one indicator of the positive impact of our K4 program is the consistent improvement in our students' scores on the state PALS assessment, which is given in the fall and spring of each school year. Another indicator of the strength of our program is found in our students' progress as measured on our skills-based report cards. Wren Elementary School provides a quality pre-kindergarten program that instills a lifelong love for learning, even within our building's youngest students.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Wren Elementary students attend Art each week for forty-five minutes. Each grade level discusses, evaluates, and creates artwork inspired by various cultures from the United States and around the world. Students apply the Elements of Art and the Principles of Design while creating and are introduced to a wide variety of mediums, art, and artists. Art is a natural fit for many interdisciplinary studies, such as geometry, science, and literacy. Through visual arts, students explore a wide variety of 2D media, such as watercolor paint, tempera paint, crayons, oil pastels, chalk, ink, and colored pencils. Experiencing and exploring this wide variety of media provides a solid foundation for artistic development at the middle and high school levels. WES' art room is equipped with a kiln, allowing students to experience the ceramics process while creating in the third dimension. Each year students create a virtual portfolio that allows them to share their artwork with their families. The art program is funded through two yearly fundraisers: Art to Remember, products featuring the artwork of each student, and U-Paint. Families are invited to attend U-Paint to design and glaze ceramic ornaments and tiles to be fired and sent home before the holiday break.

2b. Physical education/health/nutrition

All students in K5-5th grade, including students with academic, mental, and/or physical disabilities, participate in physical education (PE) once a week for forty-five minutes. The goal of PE is to support the development of strong fine and gross motor skills while fostering a love of physical and nutritional fitness for all students. Our PE program aligns its standards to the South Carolina College and Career Ready Standards in order to develop the whole student. The teaching of standards during PE goes beyond the nutritional and physical. PE supports academics. Our program works closely with teachers to integrate core content standards with activities such as Multiplication Relay and A to Z Jump Rope. Students are given a wide variety of opportunities for positive experiences that help them excel in fitness. WES also uses Fitnessgram, a national assessment provided to 5th graders, that measures student fitness levels and provides parent reports that give fitness and wellness strategies. WES PE also participates in the National Archery in Schools Program (NASP) giving students the opportunity to engage in something not usually found within other PE programs. WES PE takes pride in creating safe and positive learning environments for all students.

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

2d. Technology/library/media

Students visit our library once per week for their scheduled library class where they are introduced to a variety of genres and are encouraged to explore their personal interests through the resources provided. With a collection of over ten thousand books, students always find new things to explore and stretch their learning.

During class time, students borrow up to three books keeping in mind the library class expectations of selecting books they want to read and selecting books they can read by themselves. Once they've been given time to select new reading materials, the librarian and students work together on a specific topic that supports not only their grade level standards but also the national librarian standards.

All students at Wren Elementary have access to technology through a personal iPad device as we are a one-to-one school. Students in upper grades can take their device home to use as needed and also have a keyboard for use throughout the school year on longer writing assignments. Every teacher has a laptop and an iPad device to support their own teaching and learning. Every classroom is equipped with an interactive Mimio board that enhances learning experiences.

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

To further Wren Elementary's mission to grow students socially and emotionally, we have added a Social Emotional Lab to our related arts rotation. All students receive at least one social-emotional lesson per

week, in addition to classroom character lessons via our school counselor, where they learn to work together to solve puzzles, build models, and successfully complete team missions. Most of all, students learn essential life skills that support South Carolina's Profile of a Graduate.

Our Social Emotional Learning (SEL) Lab teaches life skills in the areas of self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Being utilized as a weekly related arts class, each homeroom rotates to ensure all students have SEL instruction. Each nine weeks, six classes experience an additional SEL Lab during Hurricane Clubs each Thursday. As an aspiring Leader in Me School, The Leader In Me curriculum is utilized as a powerful resource tool for teaching strong habits of life and leadership during SEL Lab. As students engage in the 7 Leader In Me habits, they learn to prioritize, set goals, communicate, problem-solve, and synergize which is vital in school, work, and life. Students often reflect on ways to brighten someone else's day. WES' hallways house sticky notes, posters, and displays that students created during SEL to let teachers and staff know they are valued. Using interactive activities requiring problem-solving, teamwork, and communication in the SEL Lab also allows for modeling with the application of the skills taught. These world-class skills improve our school climate while propelling each student to reach his/her full potential.

3. Academic Supports

3a. Students performing below grade level:

Wren Elementary believes that all students can learn at high levels. In order to support all students and ensure that we continue to close all achievement gaps, WES has a Multi-tiered System of Supports (MTSS) team that meets monthly. This team consists of our school counselor, literacy coach, administration, district psychologist, speech pathologist, interventionist, and teacher of the student brought to the team. Students who are brought to the team have received intervention for at least eight weeks with the classroom teacher and an interventionist, parent conferences have taken place, instructional supports (chunking assignments, pencil grips for handwriting, stop and jot for comprehension, graph paper for proper alignment of math equations, copies of instruction, checklist for organization and on task goals, etc) have been provided and used consistently within the classroom, and formative and summative assessments show little to no improvement. A team decision is then made to try new interventions and possibly attain permission from parents to screen the student to rule out a learning disability. Each grade level meets weekly for 90 minutes to review student progress on common formative assessments, identify students who are struggling, and create an action plan to intervene on behalf of those students. WES' interventionists attend these meetings to check in with teachers and strategize to ensure that all interventions align for students who are served by classroom intervention and pull-out intervention. Teachers meet with the school counselor and literacy coach to discuss appropriate accommodations and support on a student-by-student basis. Students who show slow or no progress toward mastery of essential standards receive intervention from their teacher in small groups or one on one, depending on need. Teachers and interventionists team up to provide multiple opportunities for students to receive skill-based intervention daily.

Wren Elementary School believes that strong Tier 1 instruction proactively limits the need for intervention. When students need extra support, teachers strive to provide effective Tier 2 and Tier 3 interventions in reading and math. Classroom teachers use a variety of instructional strategies to ensure that students are learning grade-level essential standards at the Tier 1 level. Classroom teachers also provide Tier 2 and 3 intervention daily for students who have not mastered the content. This daily response time consists of small groups of students needing additional support and instruction on the current and prior essential skills being taught. Student progress is monitored closely through common formative assessments and instructional supports are revised as needed based on data.

Wren Elementary provides Tier 2 and 3 support by funding two full-time and two part-time reading and math interventionists. Intervention students are identified through STAR assessment data, formative assessments, Fountas and Pinnell reading levels, and teacher input. Tier 2 and 3 students receive intervention for thirty-minute blocks in reading for grades kindergarten through fifth grade. Students in third through fifth grades are served in math for twenty-minute blocks each day. These programs are designed to move students towards mastery of grade-level standards by working on skills that students are currently

struggling with. Reading and math intervention sessions are guided by essential standards that students are not yet mastering. Classroom teachers and interventionists collaborate often to improve students' reading and math skills and to plan interventions based on student needs. WES' intervention program is fluid and data-based, ensuring that students receive direct skill-based instruction with the goal of graduating from intervention within eight or nine weeks.

Technology-based programs such as Freckle, Lalilo, Teach Your Monster to Read, and Dreambox are also used for targeted instruction for below-level learners.

3b. Students performing above grade level:

At Wren Elementary, currently, 24% of our student body are identified as Gifted and Talented, and have the option to participate in our Learning Activities for Unique, New, and Challenging Horizons (LAUNCH) program. Students qualify for this program through the South Carolina Gifted Program's eligibility requirements and are served in the areas of English Language Arts and Mathematics. Opportunities to qualify begin in second grade with the CogAt and ITBS assessments. Students in grades three through five can earn qualifying scores from STAR, SC Ready, and the Performance Task Assessment. The LAUNCH teacher meets with students by grade level once a week. Students are challenged to apply their thinking with various project-based learning opportunities and curriculum that is designed for gifted learners. State standards are enriched and accelerated through engaging, hands-on activities, and field trips.

Not all of our above-level students are LAUNCH students and not all students perform above grade level on every essential standard. In order to ensure that all students are provided with enrichment opportunities as needed, teachers use data from common formative assessments to identify student performance on each essential standard taught. Students who show grade-level mastery early on in a unit, are provided extension activities and projects that extend learning beyond their current grade level. These students become teachers of content areas, explorers of new concepts, and teachers of peers. To extend this beyond the classroom, students video themselves working on a math problem while explaining their thinking or modeling active reading by thinking aloud and sharing connections about a text. The videos, with student and parent permission, are uploaded to SeeSaw, our two-way communication app so that students and parents have a resource bank for extra support. This activity increases student motivation and drive as they strive to become a teacher of peers.

3c. Students with disabilities:

Wren Elementary excels in providing exceptional learners with individualized, purposeful instruction and support for growth and development. WES honors students' least restrictive environment through a variety of service delivery models. For example, select speech/language students are given more frequent, shorter sessions to address articulation goals. A variety of inclusion opportunities are given to students in our three self-contained classrooms that provide students access to peer interactions and opportunities to integrate into general education settings. Our self-contained students opened a "Snack Cart Club", that serves snacks to teachers, in order to practice real-world interactions with inventory, distribution, and customer service. General education students receiving resource support set individualized goals based on collaborative meetings with their resource and classroom teacher.

WES offers interventions to all students, including those with disabilities receiving special education support. A sensory room has been designed to allow students to regulate with the use of sensory processing techniques and equipment. WES is home to our district's behavioral specialist, who works on behalf of all students in need of behavioral and social/emotional intervention. Schoolwide speech/language interventions are provided through interactive hallway activities. One week each month, teachers can sign up for a time for the speech-language pathologist to collaborate on techniques to assist with generalization.

Special education teachers take part in dynamic assessments in order to individualize and prioritize learning standards in their classroom settings. Reading Horizons is a program that provides benchmark data on phonological awareness skills, which help drive instruction in reading and written expression for our exceptional learners. This program utilizes informal individualized assessments for special education

students receiving Reading Horizons curriculum support. Monthly Professional Learning Communities are provided to special educators and speech-language pathologists to review evidence-based practices and current assessment data to help students achieve their very best.

3d. English Language Learners:

Wren Elementary's Multilingual Learner (ML) program supports English learners with the goal of attaining English proficiency and academic success. MLs are identified through our Home Language Survey (HLS). Once identified, students are given a World-Class Instructional Design Assessment (WIDA) screener to determine if the Multilingual Learner is eligible to receive services. For students who qualify for English Language support, an Individualized Language Acquisition Plan is developed to meet the student's academic needs. English learners receive ML content-based services with small-group instruction based on the student's language proficiency and grade level. Services are provided through a push-in and/or pull-out model by our ML specialist. Lessons are developed based on WIDA standards in each language domain: listening, reading, speaking, and writing. Assessments are given in multiple formats in English and the student's native language in order to ensure that academic achievement is not hindered by language barriers. Teachers help scaffold learning in the classroom through visual aids, word banks, and sentence frames. When Multilingual students meet the state exit criteria for the ML program, they are monitored by the ML specialist for four years. During this monitoring period, grades, test scores, and teacher input are gathered to ensure their academic success. District translators and translation tools are used as needed when communicating with Multilingual Learners, as well as their family members. A family night is organized to inform parents of school procedures. ML specialists meet monthly with administrators to compile resources and go over best practices for MLs. In order to ensure that all of our students feel represented, teachers have a wide range of multicultural children's literature within their classroom libraries. WES invites ML students from the local high school to read and share information about their culture on World Read Aloud Day. WES celebrates diversity.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Wren Elementary School, there are a plethora of ways that the school's faculty and staff intentionally provide ways to engage, motivate, and provide students with a positive environment that supports the academic, social, and emotional growth of all students. WES supports the Profile of a South Carolina Graduate by ensuring that all students have the life skills needed in order to be successful at the next level. WES implements engaging and motivational programs such as Leader in Me, Archery Club, WREN Way, YMCA Mentors, The Amazing Shake, Girls on the Run, Battle of the Books, Literacy Day, ArtReach, UPaint, and more to encourage students. Leadership opportunities include Wren Leaders, Library Helpers, Safety Patrols, School Store Helpers, and student tutors.

Wren Leaders are selected based on an application process; they demonstrate strong leadership and problem-solving skills and are involved in student-led decisions for the school. For example, Wren Leaders recently developed a plan to provide a positive behavior management system for the school cafeteria. The students developed the plan and presented it to administration who then presented it to the teacher leadership team. It is currently in practice and making a positive impact on cafeteria behavior. The Wren Leader program allows students to practice social and emotional growth that prepares them for leadership roles beyond the classroom through service learning experiences such as collecting canned goods and volunteering to stock shelves at Piedmont Emergency Relief Center.

The PBIS model is used at WES. The school name is used to create the acronym W-R-E-N Way that stands for Work Responsibly, Respect All, Expect Excellence, and Notice Others. All stakeholders at the school hold students to the expectation of the WREN Way. At the end of each quarter, students are recognized and celebrated in each area of W-R-E-N Way and for good citizenship and academic success. Students who are recognized throughout the year for demonstrating the W-R-E-N Way are also celebrated at the end of the school year with a special event called Fine Dining, a themed lunch to celebrate their achievements.

WES celebrates growth and effort throughout the school year as students strive to meet personal, academic, and social goals. Goal celebration charts are housed throughout the common areas of our school to showcase student achievement at all levels.

2. Engaging Families and Community:

Wren Elementary School is exemplary in engaging our families and community. Every school year kicks off with an overflowing, packed open house, and we have quite a few events throughout the school year.

Wren Elementary's PTO sponsors Muffins for Mom, Doughnuts with Dads, Skate Night, U-Paint, Mother-Son Dance, Father-Daughter Dance, and many other special events. Our Veterans Day program is remarkable with over 100 Veterans in attendance as we honor their service with flags flying, WES student leaders announcing each veteran's name, and the high school chorus singing each military song. The program ends with 3rd-grade leaders setting the ceremonial White Table in memory of our fallen soldiers. There aren't many dry eyes in sight as veterans, students, and community members pause and remember. It is always a very special event for all who attend.

Non-profit agencies such as The Dream Center, Mount Airy Church, and Mountain Springs Church provide Good News Club, backpacks and school supplies as needed, Christmas help, weekly weekend snack bags, and more. Mount Airy recently assisted one of our single mothers in paying her rent after a recent trauma, while The Dream Center stepped in to help as well. We partner with Piedmont Emergency Relief Center to support families in need of food and hygiene supplies. Students collect canned goods to provide supplies, and they stock shelves. It is a win-win for Wren to give back and serve a local non-profit organization that feeds our families. WES partners with the local YMCA. YMCA Mentors provide support during the school day to help students reach their potential by spending 30 minutes each week with a student in need of a positive role model.

Businesses such as Park National provide staff luncheons to keep morale positive. Our PTO partnered with Boosterthon and local business owners to raise money. They recently funded the construction of a walking track on school property for our students, staff, and community members to enjoy. Girls On The Run has also partnered to utilize the walking track, preparing our students for a local 5K that directly gives back to the community. Carolina Family Services and the Anderson County Board of Education fund part-time licensed professional counselors to address mental health concerns. Building stronger individuals and stronger families within our community ensures student success and a better school.

3. Creating Professional Culture:

Wren Elementary employs a very driven, dedicated, and competitive staff of highly qualified education professionals. There are 42 certified educators on staff at WES with a combined total of over 789 years of educational experience. WES administrators understand the importance of collaboration among a group this talented and have leadership teams in place that allow teachers time each month to meet to share celebrations and ask for support for areas of need. WES has a Guiding Coalition Leadership Team, a School Hospitality Leadership team, a Leader in Me Lighthouse Leadership team, and a Teacher Leadership team. Minutes from these collaborative leadership meetings help the administrative team quickly address concerns and plan professional development (PD). Providing PD based on teacher input is one of the most important ways that WES administrators foster a work environment where teachers feel valued and supported.

WES has two main initiatives that also guide current professional development. We are in the process of becoming a model Leader in Me school and a model Professional Learning Community (PLC) school. As such, our district has allotted teacher work days as a time for the administration to plan PD that is pertinent to the needs of our school staff. Teachers meet weekly to learn from one another and share best practices during 90-minute collaborative grade-level meetings.

At WES, we believe strongly in building the capacity of our teachers to plan rigorous and engaging standards-based lessons utilizing multiple researched-based approaches. Administrators offer grade-level planning days with our school's literacy coach in order to design units based on essential standards and pre-assessment data. Teachers are encouraged to schedule times to observe other teachers and then meet with the literacy coach to debrief and plan based on their takeaways from their observations. Vertical planning is also an essential component of our design for professional development. Grade levels meet vertically to share suggestions, review essential standards for alignment, and analyze common formative and summative assessments for rigor to ensure that students are prepared for high levels of success upon graduating to the next grade level.

WES also has a technologist who participates in grade-level meetings, sends out monthly technology challenges, models technology lessons in classrooms, and plans technology PD based on teacher input.

Professional development is purposeful, intentional, and ongoing. We model lifelong learning for our students

4. School Leadership:

Wren Elementary's motto states, "We are family!" This philosophy shines in our school leadership. Our administrative team values the input of faculty and staff members in setting our school vision, mission statement, and school-wide goals. The administration reviews the results of surveys taken by students, parents, and teachers to better understand concerns that stakeholders may have. The administrative team is active and visible in the building and frequently visits classrooms, observes teachers, participates in lessons, works in small groups and one-on-one with students, and often makes time to collaborate with teachers and celebrate accomplishments with the students. Post COVID-19, administrators have seen more than ever the need to support teachers professionally and mentally. Being hands-on and all-in to support students and staff is definitely an area of strength for our administrators.

One example of how leadership is demonstrated throughout the school is through our Guiding Coalition.

Members consist of grade-level teachers, interventionists, a special area teacher, a special education teacher, a literacy coach, and administration. The Guiding Coalition members represent each of their perspective areas in ideas, feedback, and celebrations. At meetings, members discuss ideas and topics that are affecting the school as a whole. The team shares celebrations of achievement and discusses concerns that may impact student growth and performance. Members of the Guiding Coalition are the "cheerleaders" of the PLC process, and the team works together to promote the accomplishments of school goals by helping to secure agreement, support, and commitment from the other members of the faculty.

School leadership does an outstanding job of involving all stakeholders when important decisions are being made. For instance, our Parent Teacher Organization works closely with the administration to raise funds to provide for the needs that students, parents, teachers, and staff have voiced. Stakeholders voiced a need for a community walking track that would benefit students and support our after-school running club and YMCA programs. Stakeholders worked together to raise the funds to pave a quarter of a mile track around WES' playground. PTO has been pivotal in providing funding for classroom libraries. This is one way that all stakeholders work together to grow students academically and physically through fitness and literature. This inclusiveness creates buy-in and trust with faculty, students, and parents. Because everyone's input is considered, stakeholders feel valued and are willing to jump all in.

5. Culturally Responsive Teaching and Learning:

Although Wren Elementary does not boast a widely diverse population, we serve students who have moved into our community from all over the world. In order to ensure that all students feel valued, our classroom libraries are full of books that represent all cultures. Books such as *My Name is A Song* by Jimilah Thompkins Bigelow, *Sulwe* by Lupita Nyong'o, *My Name is Celia: The Life of Celia Cruz* by Monica Brown, *Hair Love* by Mathew Cherry, *The Name Jar* by Yangsook Choi, *All Welcome Here* by James Preller, and *All Are Welcome* by Suzanne Kaufman guide grand conversations within ELA instruction, mini-lessons, and strategy groups. We believe that every student deserves to see themselves and their culture reflected in the books they read. Student background knowledge and text connections are huge factors in comprehending text and building critical thinking skills, therefore multicultural texts that support this are essential.

WES also believes that celebrating diversity is essential to building a culture of respect, fairness, and acceptance of all. Teachers celebrate diversity throughout the school year. For example, second grade hosts Holidays Around the World in December. Students rotate classrooms and learn about different cultures' celebrations and customs. They sample foods, create crafts and listen to presenters from different cultures share their rich cultural heritage.

WES' diversity is growing and deserves to be celebrated. Each year, we partner with Wren Middle and Wren High to host a multicultural night for our multi-language(ML) students. Students and their families are invited to come in and learn about the many resources available to help ease the communication barrier between school and home. We have multiple interpreters on hand to welcome and guide families through each resource so that they leave feeling supported and valued.

WES employs a ML teacher who meets with our ML students as needed; daily, weekly, or monthly. Our ML teacher works closely with teachers to provide appropriate supports and resources to support ML students. WES has multiple online resources to help assimilate non-English speaking students into the classroom and ensure learning is fluid regardless of language acquisition. Google translate allows students to listen to the teacher in English and read the instructions in their native language. Books are available in both English and other languages so that the student can practice language acquisition in English texts and skills-based learning in their own language.

PART VI - STRATEGY FOR EXCELLENCE

Our district began the PLC journey in 2018. Schools were tasked with creating Guiding Coalitions (GC) and understanding the "Four Big Questions" of the PLC work. WES faculty meetings provided opportunities for the GC to present our mission and build a strong foundation for structuring WES' PLC processes. As the school began the process of learning how to effectively function as collaborative teams, the administration realized the need to build an uninterrupted block of time into the school's master schedule. In order to make this happen, administrators created a master schedule that included 90 minutes of PLC planning for each grade level every Thursday. Once time was set aside and teams began to meet, the focus shifted to identifying essential standards. Each team reviewed their grade level standards and used the following criteria to help identify these standards: endurance, leverage, success at the next level, and success on SC Ready. Once all essential standards were identified, the literacy coach began meeting with grade levels each quarter to create a curriculum map based on the essentials. The administration provided all-day substitutes for each grade level to ensure ample time to collaborate and ensure that all teachers understood and valued the PLC work. Teachers, with the literacy coach as a guide, broke each essential standard down into learning targets, identified prerequisite skills needed to succeed in mastering each learning target, identified the Depth of Knowledge (DOK) of each learning target, and created common formative and summative assessments to ensure mastery of the essential standards at the appropriate DOK level.

Teachers meet weekly for 90 minutes to review data from CFAs, note trends, and create action plans to meet each student's needs according to that data. Administrators scheduled a 45-minute response time into the master schedule to ensure that teachers have ample time to intervene and enrich. The PLC process has been instrumental in minimizing Covid regression for all students. From May 2017 to May 2022, the WES overall math scores have increased from 65.9% to 83.1%, totaling a 17.2% increase in student achievement scores of met and above. Our SC Ready reading performance has increased from 59.2% to 78.3% for a total increase of 19.1%. Covid had minimal impact on growth due to the hard work and dedication of all WES stakeholders. WES truly believes that all students deserve to learn at high levels at all times.