U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Mrs. Sandra Kingston
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name Gordon Elementary School
(As it should appear in the official records)

School Mailing Address 400 North Gordon Street
(If address is P.O. Box, also include street address.)

City Marshall   State MI   Zip Code+4 (9 digits total) 49068-1271

County   Calhoun County   State School Code Number* 13110

Telephone 269-781-1270   Fax   269-789-3700

Web site/URL   http://www.marshall.k12.mi.us/   E-mail skingston@marshallpublicschools.org

Twitter Handle _____   Facebook Page _____   Google+ _____

YouTube/URL _____   Blog _____   Other Social Media Link _____

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

_____Date_____
(Principal's Signature)

Name of Superintendent*Dr. Randall Davis
(Specify: Ms., Miss, Mrs., Dr., Mr.,
Other)

E-mail:
rdavis@marshallpublicschools.org

District Name Marshall Public Schools   Tel.   269-781-1250
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Richard Lindsey
(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 that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school's application as page 2.

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. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

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. 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district   <u>3</u> Elementary schools (includes K-8)
   (per district designation):   <u>1</u> Middle/Junior high schools
   <u>2</u> High schools
   <u>0</u> K-12 schools

   <u>6</u> TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	24	48
1	26	20	46
2	24	24	48
3	38	17	55
4	17	26	43
5	24	27	51
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	153	138	291

5. Racial/ethnic composition of   1 % American Indian or Alaska Native
   the school: 2 % Asian
                                    3 % Black or African American
                                    1 % Hispanic or Latino
                                    0 % Native Hawaiian or Other Pacific Islander
                                    90 % White
                                    3 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 5%

   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 *to* the school after October 1, 2013 until the end of the school year	6
(2) Number of students who transferred *from* the school after October 1, 2013 until the end of the school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	14
(4) Total number of students in the school as of October 1	293
(5) Total transferred students in row (3) divided by total students in row (4)	0.048
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 0 %
                                                       0 Total number ELL
   Number of non-English languages represented: 0
   Specify non-English languages:

8. Students eligible for free/reduced-priced meals: 29 %

   Total number students who qualify: 85

Information for Public Schools Only - Data Provided by the State

The state has reported that 41 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: <u>11</u> %

  <u>32</u> Total number of students served

  Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>2</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>18</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>2</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	12
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	4
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1   <u>24:1</u>

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	96%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes _   No X

    If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: In a safe supportive environment that is conducive to learning, the Gordon family will work in partnership with our community to provide a quality educational setting in which all of our students will learn to pursue excellence to reach their maximum learning potential.

PART III – SUMMARY

The beautiful city of Marshall is part of the Battle Creek, Michigan Metropolitan Statistical Area in the U.S. Census and we have a population of just over 7,000 residents. There are over 850 buildings designated as historical landmarks in Marshall and our community takes great pride in our downtown area where we celebrate a variety of festivals year-round. Marshall has not been able to avoid the economic downturn in Michigan, however, as several large businesses have recently left for other locations. While the general poverty rate in Marshall is currently 10.6%, the poverty rate at Gordon Elementary is 29%, which is a significant increase from previous years.

Marshall has a proud history related to education in Michigan. In 1834-35, two Marshall men, Isaac Crary and John Pierce, planned Michigan's public school system and established an independent branch within the state government led by a single officer that became known as the State Superintendent of Public Instruction. The work these two men accomplished in the city of Marshall inspired other state governments to adopt similar models in their state constitutions. Marshall students participate in a variety of historical tours and projects that help them understand this and other aspects of Marshall's unique history.

Gordon Elementary embraces the history of Marshall through our district's motto, "A Rich Tradition of Excellence." Gordon staff members have been awarded our district's Teacher of the Year Award many times and Gordon has the only teacher in the district who has received this award twice. In 2012, our students had the highest Pro-Solve Math scores in the United States and Gordon was also designated as a Michigan Reward School that same year.

Memories and traditions run deep at Gordon. Gordon Elementary is proud to have staff members who were students at our school and we have several other staff members who have children of their own currently attending. One of our kindergarten rooms has a very special linoleum floor with a mural of the cow jumping over the moon scene with a circle surrounding it with the alphabet. Former students still visit the room today who remember which letter they sat on when they were kindergartners.

At Gordon, we celebrate the past and embrace the present and future through traditions such as planting trees for retiring staff, the fifth grade "Good-Bye Song" which has been sung at the end of each school year since the 1990's, the Gordon sledding hill, and time capsules buried under additions to our building over the years.

Our school is a school of choice school as are all of the elementary schools in the Marshall Public School District. Out of district families wishing to attend our school must fill out a school of choice application which is found online at our district's website and submit it to our Central Office by a submission deadline. Students are placed in buildings in the district based on availability of seats in order to balance class size.

There are many strategies used to challenge and support students academically, socially and culturally at Gordon. We follow the Common Core State Standards for English Language Arts and Mathematics and the Michigan Department of Education's Grade Level Content Expectations for Science and Social Studies. We have a full computer lab in our building and at least two computers in each class. We also have laptop carts and an iPad cart to enhance student learning through technology. Gordon offers a variety of engaging options to students in order to help them with their learning including, but not limited to Accelerated Reader, Study Island, after school tutoring, Math Club, Science Fair, Science Night and Math Night.

We offer Math Recovery, Reading Recovery and we have an Intervention Specialist at Gordon who works with students in grades K-2 who need specific remedial assistance. The Intervention Specialist also operates a Literacy Corps program that uses community volunteers to work with students on their reading. The staff at Gordon has taken on the Superintendent's Drop-Out Challenge to mentor at-risk students and to help ensure they reach high school graduation.

Students are provided timely and additional supports through their general education teachers as they monitor their core instruction and differentiate their instruction based on the information they gather from

regular formative assessments. If a child is not succeeding with classroom level interventions, the teacher can then enlist the child study team to provide additional support to help their student be successful.

Gordon Elementary is very proud of our Gordon Goes Global program which has worked to improve global literacy. In less than three years, Gordon students, staff, parents and community members have led the effort to establish three libraries in Bangladesh and Vietnam, with two additional libraries slated to be established in the next year or so. The many successful educational and fundraising activities of this vibrant group has raised awareness and money, including a competitive national grant for $25,000 last year. To promote global literacy in Marshall, the Gordon Goes Global team donated $500 to each school in our district and to several schools in neighboring districts. In addition to providing children in third world nations with new books in their own language, this group works to educate Gordon students about multi-cultural themes to broaden their understanding of the world.

PART IV – CURRICULUM AND INSTRUCTION

1. **Core Curriculum:**

English Language Arts at Gordon follows the Common Core State Standards. Students acquire foundational skills in ELA through a balanced approach that begins in kindergarten with concepts of print, letter identification and formation, rhyming, phonemic awareness, sight words and comprehension. These skills are made stronger in first through third grade as teachers introduce additional elements of print and language. All teachers at Gordon K-5 provide mini-lessons on specific strategies using the Daily 5/Café model. ELA instruction also includes explicit instruction, independent reading time, literacy groups, student conferencing and modeling.

ELA instruction is supported through a variety of assessments. These include MLPP, Running Records, Goal Sheets, Accelerated Reader, STAR Reading, our District writing prompts and the Michigan Educational Assessment Program. Ongoing data analysis allows us to monitor student progress to differentiate instruction up and down.

Our district has made a concerted effort with the Calhoun County Intermediate School District to provide professional development to support teachers in ELA. Our District Curriculum Council also supports our work through textbook and resource adoptions when funds are available.

Mathematics also follows the Common Core State Standards and is taught using a variety of Everyday Mathematics materials and other supplemental materials. Mathematics instruction begins in kindergarten with number sense, number identification, counting to 100, 1-to-1 correspondence, shapes, and adding and subtracting within 5's. First grade builds on this as children learn to add and subtract within 20, count to 120 and build an understanding of place value, measurement, time and attributes of shapes. Addition and subtraction becomes more advanced in second grade. The concepts of counting money, operations, patterns, fractions and decimals are also introduced. Third grade brings concepts such as algebraic thinking and geometry, fractions, measurement and data. Fourth grade adds more complex problems in geometry, division, fractions and data. Fifth grade students learn more about fractions, number and numeration, operations and computation, data and chance, measurement and geometry.

Assessments include math screeners, unit tests, and ongoing formative assessments. Teachers plan collaboratively and develop lessons based on the Learning by Design Model to intentionally plan units and lessons that address the standards through backwards design.

Science is based on Michigan's Grade Level Content Expectations and Gordon uses the Battle Creek Math and Science Center Kits. Our Kindergarten students learn about the five senses, motion and forces, the Earth and living things while our first graders investigate the seasons, weather and matter. Second graders learn about Earth's land and water, measurement, and plant life. Our third graders learn about light and sound, motion, and organisms while our fourth graders learn about matter and energy. Fifth grade students learn about objects in the sky, force and motion, systems on the Earth and how organisms survive.

Each grade level's kit has pre and post tests and quizzes used to help guide instruction and identify areas that need to be re-taught to achieve mastery. Students keep science journals to record their learning. Teachers supplement where needed with expository text, field trips and extended outdoor classroom learning experiences that are set up with the Department of Natural Resources and the Binder Park Zoo in Battle Creek. The school has created a garden to teach students about farm-to-table measures, and second graders are primarily responsible for planning, planting and harvesting the garden.

Social Studies instruction is based on the Michigan Grade Level Content Expectations. Students in kindergarten learn about wants and needs, our flag and timelines. First graders learn about rules and responsibilities, our community, maps and basic economics. Second graders continue to learn economics and geography and experience local history in Marshall through tours coordinated with the Marshall Historical Society. Third grade students delve deeper into Michigan history, learn about public discourse,

decision making and citizen involvement while our fourth grade students learn about the United States regions, Core Democratic Values, and more complex concepts of economics and government. Our fifth graders are immersed in learning about America's native peoples, European exploration of the Americas, American colonial life and the American Revolution.

There are a variety of ways learning is assessed in social studies at each grade level. These include unit tests, writing assignments, projects, map making assignments, making time-lines, quizzes, presentations, and reports. Differentiating the products of our social studies assignments allows for all learners to find ways to shine and grow as individuals.

2.   Other Curriculum Areas:

Gordon offers special area classes for children in grades K-5 in Technology, Visual Arts, Music, Physical Education and Health. Gordon is fortunate to have a staff of highly qualified, skilled and passionate teachers in our special area classes. These classes enhance a well-rounded educational experience that will prepare them for the world that awaits them.

The Elementary Technology program helps students learn basic computer skills in a fun setting that supports the academics in kindergarten through fifth grade. Students are taught the basics of using the computer as well as basic computer programs such as Microsoft Word, PowerPoint, Excel, and using the Internet. Programs such as Type to Learn Jr., Type to Learn 3, and Type to Learn 4 are used to teach correct typing skills as well as letter recognition. RAZ kids, an online reading program, is used to connect school and home and is used K-4. Students are also exposed to a variety of grade-level appropriate links to work on a variety of academic skills.

Art Education is essential to a high quality and a balanced education. In art class at Gordon, children learn an array of mental habits not emphasized in other areas in school. Mental images help students solve problems and think of new ideas. Emphasis is placed on using their hands and eyes to boost brain power and help them understand that the "process" is far more important than the "product." We learn about one another and how to become contributing citizens in our community. We create relationships that are filled with trust and honest opinions. All students at Gordon learn the elements of art, mediums and techniques, art history, tools and materials and about different cultures.

Student works are selected for a variety of uses within our community. Oaklawn Hospital hosts a show and makes a yearly commitment to 25 student works from Gordon Elementary. Local businesses proudly display our students' work and student artwork has been an important visual element to our school district's Spring Sing. Additionally, Gordon students have consistently won awards for art and writing in the competitive Miller College Children's Literature Program.

The elementary music program at Gordon is based on three standards; Expression of Music, Theory of Music and Aesthetic Valuation of Music. These guiding principles build students' depth of knowledge, understanding and appreciation of music.

Expression of music is concerned with demonstration of human thought and emotion through the medium of performance. Students employ musical skills through a variety of means, including singing, playing instruments, and purposeful movement. Students demonstrate the expressive elements of music, perform music with appropriate technique, and learn the process of the development of musical literature from rehearsal to performance.

Music theory provides students a deeper understanding of the distinctive language, conventions, mechanics, and structure of music. Students work to read and employ the language and vocabulary of music in discussing musical examples and writing music. Students develop their knowledge of melodic, harmonic, and rhythmic identifications.

Aesthetic valuation of music is when students make informed, critical evaluations of the effectiveness of musical works and performances. This standard addresses the beauty, heart and soul that is music.

The physical and health education standards are taught using nationally recognized curriculum programs. The physical education instruction is based on the SPARK curriculum. This curriculum model focuses on basic movement concepts in kindergarten through second grade. Once students are in third grade a daily focus on physical fitness is added. Students routinely check their heart rate to verify their level of engagement in vigorous physical activity. Additionally, students monitor their progress towards meeting personally selected physical fitness goals.

Students also work to develop their health literacy skills. While physical activity is still a component of these lessons, students are primarily focused on achieving mastery in health content. Utilizing the Michigan Model for Health, students learn the life skills of decision making and self management so that they can grow into healthy citizens of the local community and world.

Each student at Gordon participates in art, music and technology for forty minutes a week. Our students receive instruction in physical and health education four days a week for a total of one hundred twenty minutes weekly.

3. Instructional Methods and Interventions:

Gordon staff believes that strong core instruction is critical to student success. Core instruction includes research-based and field-proven instructional strategies such as explicit instruction, timely and specific feedback, hands-on learning experiences, scaffolded and differentiated instruction. Building strong relationships with our students and their families is another key strategy that ensures our students' success.

In literacy, children learn through a balanced literacy approach supported by the Daily 5 and Café model. This allows for regular one-on-one conferencing to ensure appropriate and timely feedback to students. During literacy workshops, differentiated instruction occurs in specific strategy groups. Children are given materials at their instructional levels to ensure that each child is challenged appropriately.

Gordon teachers regularly monitor student progress using a variety of tools. For literacy, these include running records, district writing assessment and daily observations. Students who are not responding to core instruction are given opportunities by their teacher to try a variety of classroom interventions depending upon the nature of the issue being addressed. Most Gordon teachers are trained in Math Recovery. This provides quarterly assessment data to identify students who may be struggling in mathematics. Regularly scheduled grade level data meetings also take place with our principal to review the most current data and discuss grade level needs.

Documentation of interventions takes place by the classroom teachers and includes the nature of the intervention/s, the duration of the intervention, and whether or not it has been successful. If core instruction has not been effective with a student with appropriate classroom-based interventions the teacher may then request support from our child study team.

The child study team meeting is conducted monthly with the principal, teachers, and specialists in speech, literacy, special education, and school psychology to work together to develop appropriate and supportive social-emotional and academic interventions for our students. This team works collaboratively with the teacher to develop closely monitored and supported individualized intervention plans.

Gordon has an Intervention Specialist who works with students who need reading interventions. The work this Highly Qualified and Reading Recovery Trained teacher provides serves children mostly in grades K-2 and consults with 3-5 teachers when students are brought to the school's child study team for discussion. She provides literacy support through a variety of programs and runs a Literacy Corps volunteer program with community members who come to the school and read with students who need additional positive reading experiences.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Gordon is proud of our ranking at the 92 percentile in the state of Michigan on the Top-to-Bottom List for the 2014/2015 school year. We are also proud of the work we are doing in our child study team to identify students who need additional assistance early on, and to provide them support before they fall significantly behind their peers.

MEAP data indicates that the gap between our economically disadvantaged and non-economically disadvantaged students becomes significantly smaller as the cohorts move up from grade three to grade five. We are working on bridging the gaps that do exist in a variety of ways. These include vertical staff collaboration to share information from teacher to teacher as the students progress through the grade levels and a child study process that is used to help quickly identify those students who are struggling. Data from assessments, teacher observations, projects, classroom work and one-on-one time is gathered by the teachers to determine which students need additional supports so they do not fall significantly behind their peers.

Reading scores indicated that last year's third grade cohort had a 39% gap between economically disadvantaged students and non-economically disadvantaged students. There was a 5% gap in the fourth grade cohort and a 16% gap in the fifth grade cohort.

Mathematics scores showed a decrease in the gap from cohorts in third grade through fifth grade. Grade three had a gap of 31%. Fourth grade had a gap of 19% and fifth grade had a gap of 5% however, (and significantly) the fifth grade gap put the economically disadvantaged students in the higher scoring category.

Another important step taken to address these gaps was to give specific attention to the fidelity of implementation of core instruction. In particular, there is district-wide professional development taking place this year focusing on mathematics instruction. District staff meets monthly on early-release days K-5 for professional development to learn about how to improve our mathematics instruction using research-based best practices. The Gordon staff is also participating in a number of book studies this year on mathematics instruction. There will be a book study share out at the end of the year so the entire staff will benefit from each team's work.

In English Language Arts, we use a variety of formative assessments and other diagnostics and progress monitoring tools to identify struggling students. Identification of these students early on allows us to put specific individualized interventions and monitoring systems in place before the student falls seriously behind their peers.

There were two major changes that affected the scores at Gordon between 2010/2011 and 2011/2012. First, Gordon changed to a K-5 configuration in the fall of 2011 so there is no fifth grade data available for Gordon listed in the tables for those two school years.

The second major change was at the state level and involved a change in the metrics used for the Michigan Educational Assessment Program, (MEAP). The new scores created a dramatic drop in scores across the state as well as at Gordon Elementary.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Gordon uses a variety of formative and summative assessments. Assessments that are used formatively provide the teacher regular feedback on student progress for planning for differentiation and re-teaching. Periodic summative reports provide families and our community with information as to how well our students are progressing throughout the school year. No one data point can give us all of the information we need to make good decisions regarding any one student or program so we incorporate a wide variety of assessments in order to capture a larger picture of our students' learning.

In English Language Arts, assessments include such things as MLPP, Fountas & Pinnell Running Records, Accelerated Reader, Study Island, informal teacher notes/documentation, one-on-one conferencing data, RAZ kids, STAR Reading Tests, reports, journal entries and responses, reading logs and a variety of student projects from literature circles and cross-curricular presentations.

In Mathematics, assessments include such things as tri-annual math screeners, unit assessments, quizzes, informal classroom observations/data collection, math journal entries, Study Island, Math Recovery, X-tra Math, as well as one-on-one conferencing and spot-checks.

Science and Social Studies assessments include unit tests and quizzes, projects and presentations as well as cross-curricular essays and reports to monitor student learning.

The assessment plan for the school is a work in progress and will include a calendar of both formative and summative work that will be embedded within the lessons the teachers are working to create at the district level using the Learning by Design model. Purposeful assessment planning looks for ways to progress monitor not only the students but the quality of the lessons and units in order to ensure the highest quality core instruction. As we continue to improve our work in this area, we hope to be able to better inform our families and community of how well their students are doing and provide meaningful timely feedback to students in order to help them be successful in every content area.

Part VI School Support

1. School Climate/Culture

Gordon Elementary has a happy, positive school culture that embraces the unique qualities of each child and works to reveal each person's special potential. The staff uses a wide variety of strategies to engage and motivate our students to support them academically, socially and emotionally.

Our academic programs are purposefully designed to address the needs of all learners whether they are at grade level, struggling or excelling. Gordon makes positive academic support a daily experience for our students through our philosophy of positive behavior support developed from the Positive Behavior Intervention System. We teach children the importance of making good choices through being a S.T.A.R. student, which stands for being safe, taking responsibility, acting with kindness, and being respectful.

Academically, the staff has created and instituted programs to build outreach to community groups such as veterans, businesses, senior citizens and preschoolers across our county. The school and teachers have developed programs to help the students take their learning outside of the classroom and even around the world with our "Gordon Goes Global" initiative which has already built three libraries in Bangladesh and Vietnam.

Supporting our students academically is only a part of our work. Social and emotional growth is equally critical. The Gordon staff fully embraces this challenge and provides opportunities for students to participate in community service projects and events so they understand their role in providing for the common good.

The emotional well-being of our children is critical to their success and happiness so we have several programs in place to ensure that their needs are met. Gordon offers the Girls on the Run program, Big Brothers/Big Sisters, Peer Mentoring/Buddies programs as well as social work and counseling services for students with more severe needs.

Our teachers have also embraced the Superintendent's Drop-Out Challenge. Many of our teachers have taken on the responsibility to mentor an at-risk student in order to ensure they have an adult who is looking out for them during their elementary years and beyond to help ensure they successfully graduate.

Like teachers elsewhere, Gordon teachers feel valued and supported by their current and former students, by the families of those students, and by their peers. Families send in supplies, volunteer in classrooms, and seek to support teachers in every way. Working in tandem, Gordon teachers and families benefit from the partnership to foster happy, sincere, kind, hard-working students.

2. Engaging Families and Community

We use a variety of strategies to engage our families and community to support student success and school improvement. We actively seek out local resources, interested individuals, and organizations and then we find meaningful ways to use them to enrich our programs. Whether their support is financial, volunteering or by providing services, the work is always focused on enriching our students' education.

Gordon is fortunate to have many organizations and individuals who support our students. The Marshall Historical Society, for example, offers an interactive tour where students are instructed in the history of our landmark historical city. The Society annually opens their many historical buildings and sites to our students to explore and learn about our rich local history. Along with the traditional local field trips we also offer extended-day trips to Chicago for our fifth grade students and Mackinaw Island for our fourth graders. These unique opportunities allow the children to experience the broader community.

Gordon teachers, with the help of our community, have gone above and beyond the normal field trip experience for our third and fifth grade students. In third grade, students experience Annie's Big Nature

Lesson. This is a cross-curricular week-long outdoor classroom experience that uses agencies such as the Department of Natural Resources and local park officials to give the children a deep learning experience in the natural local environment. Later, in fifth grade, our students experience another week-long outdoor cross-curricular learning experience at Binder Park Zoo where they learn about naturalistic investigating, habitats, and ecology. Community support is paramount to the success of these programs and their fruition made possible through supplemental funding from the Marshall Community Foundation, United Way, and numerous donations from local merchants.

Our local PTO provides many supports, including a science fair where children showcase their experiments and participate in stations run by students from Albion College, Eaton Corporation and Pfizer Corporation. The PTO also hosts authors who share their love of writing and illustrating books.

In giving back to the community, classrooms demonstrate compassion by making and donating items to needy people and spending time with our elderly Marshall residents. Gordon students also make an annual donation of new hats, scarves and mittens to our Giving Tree during the holiday season through the Marshall Area Community Services, (MACS) to needy families in our community.

3. Professional Development

Gordon teachers approach professional development in a serious manner and seek meaningful, creative ways to improve our teaching. We dedicate time for collaborative work with peers so that we may observe and coach one another. We have hands-on opportunities to experiment with different teaching techniques, and we seek professional development that focuses on solving genuine instructional challenges. Professional development is most effective when it is teacher-led and team-based, and each of our teachers receives consistent instruction in subjects they teach, including math, science, literacy training and coaching. All staff has been trained in crisis prevention and positive behavior intervention and support. Additionally, staff members have participated in a myriad of creative professional development programs like Kagan Cooperative Learning and an intensive, hands-on training to lead week-long programs of inquiry with students at a Zoo and a Nature Center. Individual teachers have found funding to participate in rigorous summer training such as the Teacher Institute at Colonial Williamsburg and innovative special education programs. Some of our teachers have been presenters at Kagan Workshops, the Michigan Social Studies Conference and the Michigan Reading Conference.

Annually, each member of our staff identifies a professional development goal. For the current year, most staff are participating in grade-level book studies on math instruction. We spend staff meetings discussing and presenting findings. By sharing this information, staff can discover new ways to reinforce student learning.

We have discovered that sporadic workshops will not help teachers actually implement new practices for common core and do not lead to meaningful changes for students. As a result, our monthly early release and professional development days are coordinated district-wide. We hired professional teacher-presenters for a year-long study of effective math instruction strategies, with an emphasis on common core, cognitively guided instruction and working with manipulatives to help students deeply understand math content. To transfer real changes in our practices, teachers receive ample and ongoing support while implementing new techniques and strategies.

By interacting with educational experts and keeping current with best practices, our teachers are given the important intellectual stimulation and time to learn new ways to implement our curriculum for our students. We are purposeful learners and want to teach students using best practices. We are willing to change and adapt to accommodate the needs of our students and to keep up with evolving curriculum mandates at the state and federal levels.

4. School Leadership

Gordon's leadership team embraces a collaborative team philosophy and is structured to support work within and across grade levels. Gordon has three leadership team chairs who are responsible for a cross-curricular focus on Mathematics and ELA, Science and ELA, and Social Studies and ELA. These chairs work with the building principal to guide discussions and lead our school improvement efforts to ensure that ELA is successfully embedded through all other curriculum areas.

The principal's role is to provide guidance and support to the leadership team chairs, ensure fidelity of program implementation, document progress monitoring, maintain order in the building, data conference with grade level teams, monitor achievement gap progress, allocate resources and provide support in any other way needed. The relationship between the principal and her staff and the resulting culture of the school is fundamental to ensuring a positive learning environment for our students. Teaching and learning is emotional work and the relationships we forge together ensure that we will work together and be a strong community to support every child in our school.

Leadership in our school is not confined to the principal and the Leadership Team. Gordon's Reading Interventionist leads and facilitates our child study process. This individual works collaboratively with the teachers and as a liaison with the ancillary staff team to ensure that appropriate interventions are put in place for students who are not responding to core instruction. She then monitors students' progress as they receive additional supports. Our Positive Behavior Intervention Support Team Chair is in charge of our PBIS team. This individual monitors, supports and provides training to staff on PBIS and encourages positive interactions between our students, staff, parents, and all stakeholders. Staff steps up to the occasion when things need to get done whether it is at the building or district level. We have representation from Gordon on district level content area teams as well as our Curriculum Council. Gordon teachers are also leaders in our community and take part in a variety of organizations that support local events and projects.

The Parent Teacher Organization leadership makes school fun by making activities like the school book fair, our district elementary carnival, bowling nights and ZUMBA possible. This group purchases equipment for classrooms and they provide money for field trips and scholarships for students who could not afford certain activities. Our PTO ensures that all students are able to participate in the activities of the school that while extra-curricular, make the school experience fun and help children build relationships and develop important social-emotional skills.

The Gordon team is very fortunate to be backed by a very supportive central office team. Necessary policies are in place that makes it possible for us to function smoothly and have a clear understanding of our roles and responsibilities. Our Superintendent and his staff are vigilant about providing the school with the staffing and resources needed to ensure that we have human and material resources to support our programs and ensure the highest levels of student achievement.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math	Test: Michigan Educational Assessment Program
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher: Michigan Department of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	46	74	42	100	100
Advanced (Level 1)	15	6	3	52	49
Number of students tested	41	49	38	46	49
Percent of total students tested	98	98	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	4	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	27	57	22	98	98
Advanced (Level 1)	7	0	0	53	51
Number of students tested	15	14	9	11	19
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	50	80	42	99	99
Advanced (Level 1)	14	7	3	68	75
Number of students tested	36	45	36	43	45
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

Subject: Math	**Test:** Michigan Educational Assessment Program
All Students Tested/Grade: 4	**Edition/Publication Year:** N/A
Publisher: Michigan Department of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	78	81	62	96	97
Advanced (Level 1)	18	20	15	62	73
Number of students tested	50	41	53	52	51
Percent of total students tested	98	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	2	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	62	64	38	91	92
Advanced (Level 1)	0	0	19	37	63
Number of students tested	13	11	16	14	16
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	83	83	63	97	97
Advanced (Level 1)	20	19	15	65	73
Number of students tested	46	36	48	49	47
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

Subject: Math		Test: Michigan Educational Assessment Program
All Students Tested/Grade: 5		Edition/Publication Year: N/A
Publisher: Michigan Department of Education		

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	77	65	66		
Advanced (Level 1)	19	15	21		
Number of students tested	47	52	47		
Percent of total students tested	98	98	98		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	80	59	36		
Advanced (Level 1)	13	12	0		
Number of students tested	15	17	11		
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	76	66	67		
Advanced (Level 1)	17	17	22		
Number of students tested	42	47	45		
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Gordon changed to a K-5 configuration in the fall of 2011 so there is no fifth grade data available for Gordon listed in the tables for 2009/2010 or 2010/2011.

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Michigan Educational Assessment Program
All Students Tested/Grade: 3	Edition/Publication Year: N/A
Publisher: Michigan Department of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	78	92	68	94	93
Advanced (Level 1)	17	23	13	52	49
Number of students tested	41	47	38	46	49
Percent of total students tested	98	94	100	96	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2	4	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	53	85	33	88	86
Advanced (Level 1)	13	31	11	49	30
Number of students tested	15	13	9	11	19
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	86	95	69	94	94
Advanced (Level 1)	17	26	14	53	50
Number of students tested	36	43	36	43	45
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Michigan Educational Assessment Program
All Students Tested/Grade: 4	Edition/Publication Year: N/A
Publisher: Michigan Department of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	96	90	83	89	93
Advanced (Level 1)	16	15	17	43	48
Number of students tested	49	41	53	51	50
Percent of total students tested	96	98	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	2	2	4	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	92	91	75	79	82
Advanced (Level 1)	8	0	19	25	41
Number of students tested	13	11	16	13	16
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	96	94	81	92	93
Advanced (Level 1)	18	17	17	46	48
Number of students tested	45	36	48	48	46
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA	Test: Michigan Educational Assessment Program
All Students Tested/Grade: 5	Edition/Publication Year: N/A
Publisher: Michigan Department of Education	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Oct	Oct	Oct	Oct	Oct
SCHOOL SCORES*					
Proficient (Level 2) and above	92	91	87		
Advanced (Level 1)	33	25	32		
Number of students tested	48	53	47		
Percent of total students tested	98	100	98		
Number of students tested with alternative assessment					
% of students tested with alternative assessment	2	0	2		
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students					
Proficient (Level 2) and above	81	82	82		
Advanced (Level 1)	13	18	27		
Number of students tested	16	17	11		
2. Students receiving Special Education					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
3. English Language Learner Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
4. Hispanic or Latino Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
5. African- American Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
6. Asian Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient (Level 2) and above					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Advanced (Level 1)					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
9. White Students					
Proficient (Level 2) and above	93	90	89		
Advanced (Level 1)	35	25	33		
Number of students tested	43	48	45		
10. Two or More Races identified Students					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
11. Other 1: Other 1					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
12. Other 2: Other 2					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					
13. Other 3: Other 3					
Proficient (Level 2) and above					
Advanced (Level 1)					
Number of students tested					

NOTES: Gordon changed to a K-5 configuration in the fall of 2011 so there is no fifth grade data available for Gordon listed in the tables for 2009/2010 or 2010/2011.