

U.S. Department of Education
2016 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. Laura Valenciano

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

Official School Name Jack Barnes Elementary School

(As it should appear in the official records)

School Mailing Address 20750 South 214 Street

(If address is P.O. Box, also include street address.)

City Queen Creek State AZ Zip Code+4 (9 digits total) 85142-7749

County Maricopa

Telephone (480) 987-7400 Fax (480) 987-7415

Web site/URL http://www.barnes.qcUSD.org E-mail lvalenciano@qcUSD.org

Twitter Handle _____ Facebook Page http://www.facebook.com/QCJBE 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, to the best of my knowledge, that it is accurate.

_____ Date _____

(Principal's Signature)

Name of Superintendent*Mr. Perry Berry E-mail pberry@qcUSD.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Queen Creek Unified School District Tel. (480) 987-5935

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

_____ Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Ken Brague

(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, write N/A in the space.*

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. 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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	36	27	63
1	47	48	95
2	30	42	72
3	46	42	88
4	43	36	79
5	45	48	93
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	247	243	490

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 16 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 77 % White
 - 2 % 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 2014 – 2015 school year: 15%

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, 2014 until the end of the 2014-2015 school year	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	38
(3) Total of all transferred students [sum of rows (1) and (2)]	72
(4) Total number of students in the school as of October 1, 2014	490
(5) Total transferred students in row (3) divided by total students in row (4)	0.147
(6) Amount in row (5) multiplied by 100	15

6. English Language Learners (ELL) in the school: 1 %
2 Total number ELL

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

Spanish

7. Students eligible for free/reduced-priced meals: 28 %
Total number students who qualify: 137

8. Students receiving special education services: 15 %
72 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>17</u> Autism | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>11</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>21</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 14
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 26:1

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

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

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

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

Our caring and positive learning environment promotes respect and excellence in academic and social interactions. Our teaching methods enable all students to reach their full potential.

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

Many of JBE's students live within our school boundaries however we do have about 20% of our students that attend JBE as a choice school. Families that live outside of the school or district boundaries fill out an application by April 15th for the following school year. The principal reviews and accepts the applications as long as the student count in each grade level is within the range set by the school board. If the range will be exceeded with the applications for a particular grade level, then a lottery system is used. If we have enough applications and students in a grade level to warrant another teacher, the principal submits a request for additional staff to the superintendent.

PART III – SUMMARY

Jack Barnes Elementary is located in Queen Creek, Arizona which is a growing rural community. The Town of Queen Creek has approximately 33,000 residents enjoying the many benefits of small-town living, yet close to the entertainment and employment opportunities of the Phoenix metropolitan area. Queen Creek is one of the fastest growing towns in Arizona. Jack Barnes Elementary is one of eight schools in the Queen Creek Unified School District (QCUSD). We have approximately 6200 students enrolled in the district's schools and enrollment continues to grow each week. QCUSD was rated an A district by the state, four years in a row.

and making sure that data guides our instruction is what has contributed to our students' success. We have support systems in place for the students that are struggling so that we can intervene early. Title I works with struggling readers and our Data Interventionist works with students struggling in math. These students work in small groups and are presented with a variety of instructional methods and interventions. Classroom teachers also incorporate small group instruction to be able to assist students at their ability levels. For our higher learners we have a Gifted and Talented class that qualified students attend once a week. We also use Accelerated Math in the upper grades which allows students the opportunity to pace themselves as they gain the knowledge and skills through practice lessons. Our teachers also differentiate instruction in the classroom. On a daily basis our students are engaged in a rigorous learning environment.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Jack Barnes Elementary follows a rigorously paced calendar to achieve academic success. The calendar is aligned to the Arizona College and Career Ready Standards and implemented at each grade level. Our teachers have access to a variety of resources to aid in the implementation of the standards.

English Language Arts instruction begins in K-2 with Metra phonics instruction. The Metra program is an empirically researched, direct instruction model that incorporates phonics and language arts. The instruction is delivered in a way that is interactive and multisensory for students. As students learn to read and write they engage in mentor text lessons modeled by teachers using award winning picture books. It is in this context that students learn to ask and answer questions about books they read. In a similar way, students learn to interact with nonfiction text through close reading lessons in which they learn about the world in which they live. They have a natural curiosity that serves as a pathway of engagement into these lessons. Answering text dependent questions and writing about what they learned from the lesson are essential components of this instruction. These elements serve not only as an opportunity for students to practice their writing skills but also as a formative assessment for teachers for content knowledge. Instruction at the K-2 level lays a strong foundation for students as they begin to become avid readers and writers.

Students in grades 3-5 are focused on learning how to read and write like researchers. Students read informational text as Science and Social Studies is embedded into the literacy block. They are learning to answer basic questions about texts they read as they identify the key ideas and details. To identify these elements, close reading lessons are an integral part in helping students determine the central theme of the text. Students learn to summarize what they have read by deciding which actions or ideas are the most important. Analysis of the text is required of students as they begin to look at how the individuals and events evolve. As students begin to master these foundational skills instruction dives deeper into more complex skills. Students begin to understand how words are used in the texts they read. They look at the choices made by the author through the lens of a critical reader. This critical eye helps them to identify the structure of the texts and the point of view from which it was written. Students become critical readers and writers as they practice these skills.

Science instruction is made up of experiments and lessons that support STEM in our school. These lessons compliment the informational text reading lessons in the literacy block. As students read to learn about these concepts, hands on lessons are developed in which students explore and discover.

At JBE Social Studies is taught through the use of newspaper articles, ReadWorks passages and the use of resources from Reading A to Z. Students learn about communities, cultures, history, and significant world events. Social Studies is embedded in the literacy block to increase the amount of nonfiction text students are reading.

In Mathematics, we utilize the resources available to us through the free online math resources on the Engage New York website. These resources help our teachers deliver instruction in a way that helps our students meet rigorous math standards. Through the focus on fluency, concept development and strategic spiraling of essential skills, students understand math in a way they never have before. Additionally, teachers utilize various math manipulatives in their instruction. These resources are available through our Math/Science Lab which is filled with manipulatives, games and literature that compliment our instruction.

Mathematics skills are taught in a specific sequence and formative assessments are given at the conclusion of the instructional time frame. Based on the results of the assessments, students are either placed in a reteach group or an enrich group. Within these groups students are taught new strategies as an intervention to help them master the skill or they are given the opportunity to apply their understanding in a new way to further their learning and challenge them through enrichment.

At JBE we identify struggling readers early. We utilize the DIBELS assessment to identify the most at risk students. When struggling students are identified, they are provided small group support and instruction with the school reading specialist and/or an instructional aide. Students are either pulled out for this support or instructional aides push in to the regular classroom to help facilitate the students' learning. The reading specialist and instructional aides use an abundance of materials to best meet the needs of the students. All five areas of reading: phonemic awareness, phonics instruction, vocabulary, fluency, and comprehension are reinforced. This is done through research based programs and multisensory activities.

2. Other Curriculum Areas:

Additional areas of curriculum at Jack Barnes Elementary include Physical Education (PE), Music, Art Masterpiece, Technology Development, Library and Media Services, Band and Orchestra, and Character Development. Arizona's College and Career Ready Standards are embedded into non core curriculum classes to support and further develop the instruction students receive in the classroom environment. Collaboratively, the staff at Jack Barnes Elementary work to develop well rounded citizens with the skills they need to contribute in a global society.

Our top notch PE program is one of our points of pride. Twice a week the students in K-5 can be seen working cooperatively in groups as they learn to complete physical challenges and competitions. Students learn social skills as they discover the benefits of working together and they gain invaluable knowledge about fitness and health. Students are provided with solid instruction in various sports including soccer, baseball, and basketball. Because we know that brain development is linked to fine motor skills, our youngest learners focus on learning how to hop, skip, throw and catch. The physical education program supports our mathematics instruction as math is integrated into physical activities. Equal amounts of students are arranged into multiple groups to help students internalize the idea of multiplication. Line plot data is demonstrated by surveying students and arranging them into lines according to the results of the data. These are just a couple of examples of how we integrate core curriculum into non core curriculum classes.

The sounds outside of the music room on our campus are literally music to our ears. Our music educator is one of the best. Music education is provided to K-5 students twice per week. Using the Kodaly and Orff method, a child development approach to music instruction, students learn rhythm syllables to understand notes such as eighth notes, quarter notes and half notes, and sol-fege pitches to understand the relationship between the notes. One glance through the window of the music room is evidence that music students are learning to internalize the rhythm and pitches through movement. Students also learn to play a variety of musical instruments, including recorders, percussion instruments and xylophones. Our annual grade level music performances are an outstanding representation of the phenomenal vocal instruction our students receive throughout their educational experience at Jack Barnes Elementary. Students learn songs from a variety of different cultures. Additionally our 5th grade students are given the opportunity to participate in band or orchestra. Through this program students learn teamwork skills, self discipline and personal confidence.

One of the unique programs offered is our Art Masterpiece Program. The program is entirely based on parent volunteers who lead students through a well thought out curriculum. Over the course of the curriculum at each grade level students learn about four influential artists and their contributions to our society. Students work their way through art pieces that align with the style of the artist. Throughout this program students learn spatial awareness, fine motor skills and shading techniques. Additionally, the art program gives our students an opportunity to express their creativity.

Learning in the twenty first century would not be complete without technology development opportunities. At Jack Barnes we acknowledge the importance of these skills as a component to college and career readiness. All students, K-5 grade receive technology instruction in which they learn the basic skills of computer processing. Typing instruction begins in kindergarten as children learn how to type their names through interactive programs such as Dance Mat and Mavis Beacon. In the upper grades as students conduct research, they demonstrate their knowledge by typing a report in Word or creating a PowerPoint Presentation. Interactive SMARTBoards are a vital tool utilized in every classroom and are an essential part of student engagement. Teachers create and implement lessons that allow students to interact with the

SMARTBoards to making learning interactive. In addition to SMARTBoards, our classrooms are equipped with a document camera, student responders, and two student computers. Teachers may also check out one of our two mobile laptop carts to engage students in a one-on-one environment. Additionally, we are fortunate to have access to a technology specialist who models and supports teachers in the implementation of our technology resources.

Library and Media Services provides our K-5 students with opportunities once a week to explore literature and nonfiction texts. Students receive instruction in research, explore and dream about the world around them. It is here that students are able to fall in love with reading and develop a lifelong habit. Our library specialist works collaboratively with classroom teachers to plan and identify materials that align with instruction.

3. Instructional Methods and Interventions:

The educators at JBE use a variety of instructional methods to achieve instructional goals. To meet the needs of all of our learners, students are exposed to a balance of whole group and small group instruction on a daily basis. Concepts are taught explicitly through whole group instruction as teachers model for students throughout the day. Small group instruction allows teachers the opportunity to reteach skills and work with students on an individual basis. Centers are utilized in our classrooms and provide additional practice and reinforcement of previously taught skills. It also allows an opportunity for teachers to continue to work with small groups. Accelerated Math and Accelerated Reading are programs we use to help differentiate instruction. Students are assessed through a STAR test to identify their math and reading level. This ensures they begin working at a level that is appropriate for them. They work through problems at their own pace and receive support from teachers to keep them moving forward. As students master standards, they are exposed to new concepts which may not yet have been explicitly taught in the classroom. This is important to challenge our high achieving students. Additionally, student seating and arrangement of the room allows for differentiated learning and small group discourse. We utilize Kagan's seating structures to purposefully support instruction and allow for peer modeling.

Providing interventions for struggling students is one of JBE's greatest strengths. Some of our interventions include our Reteach/Enrich model, Title I and our Data Interventionist working with small groups. Another intervention method that we use is our Student Study Team (SST) approach which begins with representatives from each grade level and our special education team, along with the reading specialist, data specialist, and principal. Together we identify students that are struggling academically, emotionally, and/or behaviorally. The SST process begins by identifying the largest area of concern and creating a measurable goal. This goal is derived from actively listening to the concerns of the classroom teacher and brainstorming as a team. Baseline data is taken and parents are contacted so that we can work collaboratively to generate solutions. Data is documented for three weeks at which time our team meets again to discuss progress towards the goal. If progress is made we continue with the intervention and the student continues to be monitored. If the intervention is not effective the team decides on a new intervention to accomplish the goal. The process is repeated one more time. At this time, after nine weeks of different interventions, the team meets again to determine if special education testing may be needed. The SST process and the interventions associated with it, help to ensure all students have the opportunity to succeed.

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

JBE uses data to inform our instruction. Some forms of assessments that we administer include: exit tickets, pre and post assessments, formatives, benchmark assessments and state assessments.

We begin the school year by administering a common pre-assessment across the district. Students in grades 1-5 take this assessment. Within 10 days we have the results and each grade level meets with the principal and data interventionist to discuss the results and identify areas of strength for their class and areas that they will need to cover. Because it's a pre-assessment based on standards they haven't been taught yet, most students will have low scores. At the end of the year the post-assessment is given. This covers all of the standards that students should have learned during the year. The pre/post assessments also determine teacher growth on their evaluation.

Exit Tickets are used throughout the day after the teachers teach a lesson to find out about student learning. Exit Tickets help them plan for the next lesson or unit of instruction.

Each week students are given a formative assessment that is aligned to the skill/standard which was taught that week. During our weekly PLC meetings the principal, data interventionist and teachers discuss the results and determine if students need to be in a reteach group with the data interventionist because they need additional instruction. They are taught in a different way for 4-5 days and then given a parallel assessment. Students that understood the skill are placed in the enrich group and provided an opportunity to expand their understanding or apply it in a new way. This model ensures our struggling students receive the support they need and the high performing students are given the opportunity to perform to their potential. This is a systematic cycle that repeats itself several times over the course of the quarter.

At the end of each quarter a Benchmark assessment is given to students in grades 1-5. Benchmarks are aligned to the instructional standards that were taught during the previous nine weeks. The benchmark is another opportunity for teachers to analyze student achievement and reflect on which students still need additional support. This data is used to determine the spiral skills that will be retaught the next quarter.

At the end of the year our state assessment (AzMerit) is given to students in grades 3-5. When we receive our state assessment data we have a staff meeting and the principal reviews the school results with the staff. Teachers then work in grade level groups and use the information to identify areas of strength and areas of refinement. They identify the students into different quadrants and list strategies that they will use for each group. This information is reviewed as a staff throughout the year. As a school we can also determine areas in which teachers may need additional professional development. For example, this year we determined that our teachers needed additional training in writing with paired texts.

Because we work in tandem with our parents, assessment results are sent home to parents. When benchmarks are administered we print out a report for parents which explains each of the standards. It also indicates which standards their child met and which standards they need to continue to practice. The AzMerit results are sent home with an explanation sheet and the principal is available to answer parents questions during conferences.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Jack Barnes Elementary we provide a challenging yet interactive day that engages and motivates students. We hold high expectations for students and staff. We promote a positive school culture and expect respect between students and staff and students to students. Our school is a safe place to be and students are supported by caring teachers and staff including our counselor and psychologist.

Students are engaged and motivated through meaningful lessons. They work collaboratively throughout the day. Students are given time to reflect on higher order questions and are given opportunities to learn and practice several strategies each day for math and ELA instruction. Students are provided with positive feedback and encouraged to justify or support their answers. Teachers learn individual students' strengths and give them a chance to play to those strengths and feel included and valued.

We incorporate the Character Counts Program. The framework of The Six Pillars of Character is made up of six ethical values which include; Trustworthiness; Respect; Responsibility; Fairness; Caring; and Citizenship. We focus on one pillar for approximately six weeks. The counselor presents lessons to each classroom on the pillar. The principal announces a trait for the pillar on the morning announcements and posters for each pillar can be found throughout the school.

Each quarter students are recognized at an awards assembly. Each student is given a Jack Barnes lanyard when they start school. They keep their lanyard the entire time that they attend JBE and wear them to the assemblies. At the assemblies students can earn a pin for their lanyard for academics, citizenship or Student of the Month recognitions. This recognition encourages and motivates students to try hard each day.

At JBE our teachers work very closely together sharing materials and ideas. Each year our parent surveys indicate that one of our strengths is our friendly, caring and hardworking staff. We have a low teacher turnover rate due to the positive environment found at our school.

Our teachers are valued and supported with an open door policy encouraging open communication and through Professional Learning Communities (PLCs) which meet weekly as well as staff meetings. The staff recognition committee selects staff members to be recognized during staff meetings. They gather positive comments from colleagues, design a poster which displays the positive feedback for the teachers being recognized that week. This is presented to the teachers at staff meetings. We also have a stuffed "Wild about You" lion that is passed from teacher to teacher with positive feedback about the recipient.

2. Engaging Families and Community:

Jack Barnes Elementary values the involvement of families and the community and understands that they are critical to our academic success. The school year begins with our Meet the Teacher evening. Students come with their parents to meet their teacher and to see their classroom. The excitement of the students for a new year to begin is felt throughout the school as the older students show the younger students around the school and introduce them to familiar faces or stop by to say hello to last year's teacher. A couple of weeks later, parents return for Curriculum Night to learn about the curriculum and classroom expectations for the year. This provides us with an opportunity to discuss the Arizona College and Career Ready Standards and inform them of ways that they can help their children at home.

We are proud to have a vast number of parent volunteers. You can find them on a daily basis running off copies, assisting students and teachers, decorating bulletin boards, and assisting during center time in the classroom.

We have a strong Parent/Teacher Organization (PTO) that meets quarterly. This group helps raise funds for

field trips, classroom supplies, music and PE supplies, as well as playground equipment including swings and a play structure.

The PTO also organizes the yearly Fun Run Fundraiser. Students run laps around two small tracks with music and a DJ to motivate them. Each lap is tallied by parent volunteers on the back of the shirt that they've received and other parents stand on the sidelines cheering the students on during the race.

Other events that bring families together at Jack Barnes include our Reading Night and Science Night. During Reading Night the children and parents go from room to room as the teachers read or tell stories. On Science Night we have the Arizona Science Center bring one of their units which typically has 6-8 stations for the students to participate in. The rest of the stations are provided by each grade-level. Parent volunteers assist with the stations.

Our community partners assist our school by providing coupons which we use for academic, student of the month and citizenship recognitions. These typically include free kids' meals or ice cream from our local fast-food restaurants. Our local Kiwanis Organization provides dictionaries for all of the 3rd graders each year. Our district Family Resource Center provides support to our students by providing backpacks, school supplies and clothing to needy children. The Town of Queen Creek visits our school and teaches our students about protecting our environment by recycling, reusing and reinventing.

3. Professional Development:

At JBE we continually strive to improve our instruction and it begins with Professional Development (PD) for our teachers and staff. Our focus has been on Math, Reading and the Arizona College and Career Ready Standards. Our district has put systems in place to make Professional Development a top priority. We presently have 4 Trainer of Trainers (TOT) on our campus, two for math and two for ELA. With the recent transition to Arizona's College and Career Ready Standards our priority for professional development is to make sure our teachers know what the standards mean and how to unpack them. Our TOT's have attended numerous workshops and received official training through the state. They are responsible for bringing that information back to the teachers and instructional aides on our campus. It isn't just the teachers who receive the training, our principal is a willing and active participant in every professional development that takes place. Collaboratively teachers, aides, and administrators work together to understand new standards and apply them in their classrooms. Student samples are brought back and successes are shared. Approximately two Wednesday's a month our school observes early release days. These days are strategically planned as early release for the purpose of professional development. We believe these trainings are vitally important and have a positive impact on student learning.

Recently, we were the recipients of a grant that afforded our grades 3-5 teachers to participate in an Intel Math Training. Over the course of 10 months our teachers attended trainings that significantly increased their capacity for math. They spent a total of 110 hours of intensive math instruction, learning strategies, methods and best practices for teaching math. Teachers not only received instruction in mathematics but also in formative and summative assessment. They spent countless evenings analyzing and discussing student work. They learned to identify what students already knew and what misconceptions they had. They had the opportunity to collaboratively design new instructional practices to increase student learning. This training has been paramount to our success as math educators.

New teachers to our school receive professional development training. Every teacher is trained in technology, including SMARTboards and document cameras. Our Special Education Teachers receive individualized training for their unique purposes. Our instructional aides and office staff are also provided with professional development throughout the year.

4. School Leadership:

Strong leadership is essential in the development of student achievement and at JBE our leadership style is a democratic one. Our school principal has high expectations of herself, our teachers and our students. Our principal sets clear and consistent expectations. She is always visible at JBE and checks in on student

learning daily. She can be seen walking through classrooms and interacting with students over the course of the school day. Our principal believes that instructional time is valuable and bell to bell teaching should occur daily. She works on protecting instructional time by creating a schedule that ensures common planning time for teachers so that they have time to collaborate. Additionally, she participates in our weekly PLC meetings. Our school runs like a well oiled machine due to the consistent and successful leadership. Our principal maintains an open door policy for staff, students and parents. She can be counted on to support whatever is in the best interest of students.

Our staff works as a team to set goals for the year to better the students' education. These goals are continually discussed at biweekly staff meetings to decide if they are being met. High expectations for learning can be felt in the atmosphere at all times. During professional learning communities, grade levels work together to improve or change their instruction which leads to higher student achievement. Teachers take ownership of student learning. PLC's provide an opportunity for teachers to collaborate about the success of every child. At this time, the students belong to every teacher not just one teacher. JBE believes in always challenging its students to reach their highest potential; building future leaders and outstanding citizens.

Our staff members take on leadership roles as they oversee a variety of committees. These committees are crucial in the development of the school's family-like feel and student achievement. Each committee contributes to the positive climate of the school and seeks out parent and student involvement.

Parents are an integral part of the leadership here at Jack Barnes. They are involved in weekly activities on our campus and provide support to our teachers and students. They organize volunteers for various activities during the course of the year.

It is with many leaders that Jack Barnes Elementary can produce students of such high caliber. Leadership begins with a strong principal, branches out to teachers, parents, and students themselves. High expectations are a key factor to our school success and a motto that we live by every day.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Jack Barnes Elementary has always been a high achieving school. We have a clear vision for school wide data use. We attribute our academic success to our commitment of using data to support instructional decision making. What this means at JBE is that we use the mastery learning model to identify data points. Weekly, our students are given formative assessments on the standards taught. Teachers analyze those assessments and generate a score. During weekly PLC meetings, reteach and enrich groups are formed based on this data. Teachers discuss what students know and what they still need to learn. Student work samples are an important part of this process because it helps teachers identify trends in performance. Instructional strategies are shared out and ideas for reteach and enrich are planned. Those students who still need additional instruction are designated into a reteach group. They spend 30 minutes on 4-5 days receiving additional instruction before being given a parallel formative. Students who master the standard on the first formative are designated into an enrich group. Those students spend 30 minutes on 4-5 days applying their knowledge in a new way. Through this strategic process students receive what they need in order to be successful. Teachers constantly look at formative data and use it to plan their lessons and guide their instruction. This is a cycle that repeats itself several times over the course of the quarter. Identifying which students are struggling with the content and then designing interventions to help them achieve academic success is at the core of our achievement. Likewise, identifying those students who are ready to be challenged with the curriculum ensures high levels of learning and achievement. We are also teaching our students to examine their own data and how to set their own learning goals.

Benchmark assessments are also used to inform instruction at JBE. Every nine weeks students take benchmark assessments aligned to the standards taught in the previous quarter. Teachers collaborate using this data to determine which math skills will be spiraled into the next quarter.

Data is an integral part of the ongoing cycle of instructional improvement. It has become a tool that connects student achievement to the curriculum, instruction, reteach and enrich that happen in our classrooms every day. It is a valuable tool that guides us as we strive to help all of our students achieve academic success.