

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 [] Choice

Name of Principal Mrs. Phyllis L. Parker

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

Official School Name Morris R. McBride Elementary School

(As it should appear in the official records)

School Mailing Address 700 Custer Road Building 11300

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

City Fort Benning, Georgia State DD Zip Code+4 (9 digits total) 31905-7402

County Muscogee

Telephone (706) 544-9411 Fax (706) 544-9299

Web site/URL http://www.dodea.edu/McBrideES/about.cfm E-mail Phyllis.Parker@am.dodea.edu

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, to the best of my knowledge, that it is accurate.

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Christy Huddleston E-mail christy.huddleston@am.dodea.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Georgia/Alabama District, DoDEA Tel. (706) 545-7276

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Phyllis Hazely
(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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 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	20	23	43
K	37	40	77
1	45	33	78
2	35	37	72
3	44	38	82
4	37	32	69
5	30	22	52
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	248	225	473

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 2 % Asian
 - 12 % Black or African American
 - 22 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 47 % White
 - 14 % 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: 30%

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	66
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	67
(3) Total of all transferred students [sum of rows (1) and (2)]	133
(4) Total number of students in the school as of October 1, 2014	448
(5) Total transferred students in row (3) divided by total students in row (4)	0.297
(6) Amount in row (5) multiplied by 100	30

6. English Language Learners (ELL) in the school: 9 %
45 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, German, Hungarian, Nepali, Russian, Tagalog

7. Students eligible for free/reduced-priced meals: 48 %
Total number students who qualify: 225

8. Students receiving special education services: 16 %
78 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>4</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>20</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>34</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>0</u> Multiple Disabilities | <u>9</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 10
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	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	16
Paraprofessionals	13
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 23:1

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	95%	94%	92%	93%	94%
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.

McBride's vision in supporting DoDEA's mission is that we will enable each student to achieve his/her personal best and inspire them to embrace lifelong learning.

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

PART III – SUMMARY

McBride Elementary School is located at Fort Benning, Georgia and is part of the Department of Defense Education Activity (DoDEA). Fort Benning is the home of the United States Army Maneuver Center of Excellence, which holds the United States Army Armor School, United States Army Infantry School, and many other military units. Fort Benning is one of the largest military bases in the United States, and neighboring Columbus, Georgia, is Georgia's second-largest city and fourth-largest metropolitan area.

McBride School students are almost all dependents of military personnel. Only five families are not military, but those families live in neighborhood housing. Most of our students have endured one or both parents being deployed overseas in the past years. The mission of our faculty and staff is always to provide peace and stability for the “Soldier’s child” no matter what the mission of the military family member may be. Nearly half of the students are eligible for free/reduced meals and nearly a fifth of the students receive special education services. McBride uses an inclusion model for supporting students with special education needs. In addition, the teacher of the gifted works with students who are gifted and talented but also goes into classrooms to assist in extending content and challenging all students to higher levels of achievement. All students receive demanding learning opportunities, that support appropriate curriculum standards.

Our students demonstrate a diverse ethnic/racial makeup; they also represent a wide variety of learning styles and needs. Our school motto is “We Excel,” and we work to ensure that each child’s learning needs are met by ensuring that the adults in the building know the students. Whether it is through academics, special area classes, or after-school clubs, the students know they have at least one adult in the school they can turn to. The school emphasizes the Army values of Leadership, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Service. These are the values we model and teach our students to fall back on when times are hard.

The word that best describes McBride Elementary School is “family.” The physical location of the school, directly across the street from the majority of students, lends itself to the school’s serving a variety of needs for families. The school building is used for after-school meetings such as scouting events, town hall meetings, or other special community activities. In addition, many curriculum events are planned to include families. These events include Astronomy Night when parents and children are invited to the school to view the night sky through telescopes or the Birds of Prey demonstration in which students and families learn about raptors and actually get to see the birds in action. There are learning activities directly tied to the curriculum that are held so that parent involvement can be maximized. Reading Night and Math Night are exciting events in which special guests such as authors and illustrators visit. These events also help parents learn the curriculum goals and strategies for helping their children at home. In addition, these events open the door for communication between school and home. Parents learn that the school staff truly desires to serve and care for the needs of the family in addition to the academic needs of the children.

The current school building was built and dedicated in memory of Captain Morris R. McBride in 1966. We are a neighborhood school currently home to 473 students. A new state-of-the-art building has been built next to this facility, and this new building designed for 21st century learning will be open in August 2016. The open-door policies and inviting atmosphere of our school create an active parent program. The Parent-Teacher Organization (PTO) is very active with volunteers logging an average of 200 hours of service every month. In addition, the Partners In Education (PIE) program brings in military volunteers to assist in classrooms and through special events. The PTO and PIE are involved in activities such as Leadership Academy, a leadership training program for students, a writing program between students and soldiers in Infantry Basic Training, Read Across America, Spirit Week, and Red Ribbon Week.

McBride was the first school at Ft. Benning to formalize collaboration sessions for grade levels and special area/resource teachers. Collaboration has always been important to the leadership of McBride, and planning to facilitate collaboration has been a priority. Out of the collaboration sessions, data teams and specialized study groups naturally flowed. The training and implementation of true professional learning communities, which allow teachers to develop plans, implement formative assessments, and use assessment results to consistently revise curriculum decisions to meet the needs of all students, was made possible by the vision that the collaboration process would lead to student success. We believe this preparation and practice is one of the reasons our students are achieving at high levels.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

McBride follows the DoDEA approved/purchased curriculum for each subject area. Teachers have been trained in the use of purchased materials and how to use these materials to address the DoDEA content standards. Teachers use their professional judgment to incorporate a wide variety of strategies and methodologies to accomplish instructional goals. The rigorous curriculum is enhanced by activities intentionally designed to meet individual needs. In all grade levels, 21st century skills are infused into curriculum to ensure that students practice critical thinking skills, communication, collaboration, and creativity. Teachers have been trained in differentiated instruction, hands-on activities, and the use of math and science manipulatives.

Teachers use a plethora of resources in each subject area. A 120-minute language arts block is scheduled daily, which includes an hour guided reading time and student group/individual learning experiences. In the language arts area, resource teachers use the Fountas & Pinnell Leveled Literacy Intervention (LLI) in the lower grades and the Scholastic Read180 program in the upper grades to develop flexible groupings for skill improvement. All students learn how to measure their own progress toward goals. Each child in the school keeps their own “Data Binder” to collect and review their progress and learning goals. To ensure seamless transition from PreK to Kindergarten, the PreK teacher works with Kindergarten teachers to practice skills with students who are ready to move beyond the Creative Curriculum program. Throughout the school a visitor might see writing workshops, journals, guided reading, learning activity centers geared toward practicing current curriculum content, and use of a variety of electronic databases and e-books.

The school schedule includes a 90-minute block for math instruction. The curriculum in use is Everyday Math (K-2) and Envision Math (3–5). All grades have implemented the College and Career Readiness Standards for Math (CCRSM). Because the goal of CCRSM is to help students understand math concepts both concretely and abstractly, multiple hands-on resources are used, gradually leading students to improved abstract thinking skills. Students fluidly move among groupings that allow personalization of strategies and interventions as needed to ensure optimal student growth.

Science is an exciting adventure for students with instruction designed to meet curriculum standards while also providing opportunities for exploration, investigation, and direct observation through field trips and in-class experimentation. Science, Technology, Engineering and Math (STEM) activities are woven into daily instruction. All teachers have been trained in the STEM process over several years and are also developing Project Based Learning lessons throughout the year. Supporting the science program, several extension activities are available to students. These extensions include LEGO WeDo robotics exploration and an “Hour of Code,” which introduces computer science and allows all students see that they can learn the basics of coding. Through projects the scientific method is introduced and practiced in innovative experiments. Field trip opportunities include the Oxbow Meadows Environmental Learning Center, live animal demonstrations, the Butterfly Center of Callaway Gardens, and the Coca Cola Space Science Center. Students use technology for research needs; however, they also use technology in other ways that will carry over into their future lives and careers. DoDEA provides exceptional research tools for all students through electronic databases accessed through McBride’s website. Students then present their findings through presentations utilizing Windows MovieMaker, Google apps, and other presentation programs.

Social Studies is also a curriculum area that has been brought to life for students through innovative strategies. Several years ago, an emphasis was placed on learning the history of the school and its namesake Morris R. McBride. The goal was for students to recognize CPT McBride as a person rather than just a name on our building. Our social studies programs have continued to develop in a way to involve students so that they feel connected to historic events and can identify with the cultural circumstances of others. Students visit the National Infantry Museum for a variety of purposes, and other real and digital field trips help the students experience the places they study. All students use technology for research; but they also learn how to work collaboratively on projects through Google Share and Google Docs. In every aspect of the curriculum, technology is used as a tool to accomplish goals rather than as an add-on activity.

2. Other Curriculum Areas:

Students are provided non-core subject instruction in the areas of art, music, physical education and nutrition, and life skills. All non-core courses are included in a rotation so that all students have an opportunity to participate in all activities.

Because of the physical plant properties and number of students in the school, McBride features “Art on a Cart” instruction. The art teacher travels to all classrooms and has adapted her program so that art is as fully functioning as if a dedicated classroom were available. Students learn color theory, use of a variety of art mediums, art history, and various methodologies. Student artwork is displayed around the school and provided to other agencies for special events. For example, students have created artwork to decorate the Wounded Warrior cafeteria facility and have provided creative cards and banners for other special needs. Student artwork has also been highlighted on the DoDEA webpage.

The music program is noted as exceptionally strong throughout the Columbus/Phenix City/Ft. Benning area with our students performing at tree lighting ceremonies both on post and in the adjoining cities, before Basic Training graduation ceremonies, and other performance opportunities as available. The daily activity of the music program includes introduction to musical instruments, music theory, music history and performing styles. The music teacher also coaches a performing chorus that meets after school. The McBride Patriot Chorus has also performed for various activities on post and in Columbus. They are also the only elementary chorus to perform at the Georgia Music Educators Association Large Group Evaluation Performance for the past two years. Both performances received superior ratings from the judges.

The physical education program includes a walking/running program, calisthenics, dance, Sport Stacking and other leisure sports. Parents and Partners In Education representatives participate in the PE program for special events such as timing the mile runs, Presidential Fitness Award evaluations, etc. Nutrition is included in the instructional program so that children learn to make healthy life choices. The physical education teacher also sponsors and hosts post-wide Sport Stacking events after school. Students compete in timed and judged events and are able to win medals in a competitive but encouraging environment.

Technology is often considered to be a special curriculum area. However, at McBride, technology is infused throughout the curriculum on a daily basis in all classes, preK – fifth grade. The educational technologist is available to assist teachers in developing lesson plans and activities that incorporate technology in the most effective, efficient manner. Teachers and students are provided instruction for specific activities such as using Google Apps, Google Groups, Spreadsheets, document sharing, storyboards, and other special applications or programs. She is then available as a resource to assist teachers and children as they actually use the programs until proficiency is reached.

Students also receive on a rotation basis Media Literacy instruction. Students learn to access the many electronic data bases available to them through McBride’s website, and they learn how to access print and electronic resources for check out. Reading comprehension is one of McBride’s local goals for improvement, and the media center uses an open schedule so that students may check out resources whenever they need them, not just once a week.

The teacher of the gifted visits each class throughout the year to present an introduction to robotics for students. The classes use LEGO WeDo construction kits to build and program their first robot. A team that meets after school competes in the First Lego League Robotics Competition each year, with McBride winning various local and regional awards over the past several years. McBride actually hosted Ft. Benning’s first Lego Robotics Expo when we invited all of the First LEGO League teams from the other schools to meet and celebrate their research and robot programming with other teams and parents.

Environmental studies are included in school-wide projects and in science instruction. An award-winning Environmental Protection Club has so impacted the school culture that McBride has been named a Gateway School by the Keep Columbus Beautiful Commission for the past four years. This after-school club provides activities and educational events that are incorporated into the total school program.

3. Instructional Methods and Interventions:

McBride teachers follow the DoDEA curriculum and utilize the Community Strategic Plan of DoDEA. In the local school improvement plan, two goals are selected based on student data specific to the school. This year's school goals focus on reading comprehension and writing. Teachers also provide rigorous learning experiences with multiple and varied opportunities to engage students in critical thinking. In so doing, we promote the understanding that learning how to learn is a life skill that benefits students' futures. The DoDEA curriculum standards provide a basic structure for curriculum alignment and innovative instructional design. Professional Learning Teams regularly develop and revise hands-on learning activities for their grade levels to enhance student understanding and learning. The school's media center provides a rich variety of both fiction and nonfiction materials in both print and digital formats to encourage student reading and to support instruction in the classroom. Teachers use the periodic reading assessments, Scholastic Reading Inventory and Benchmark Assessment System, to formally identify student reading progress. Teachers use a variety of interventions; but one of the most effective changes made in the last five years has been in helping children to understand their own assessment results. Students in today's classrooms can review their portfolios or assessments and explain their strengths and challenges as reflected in the work. Students create goals for their learning. This growing awareness of their own strengths and challenges makes students more aware of how to channel their time and energy as well as understanding the teacher's process in instruction. Because students have grown in the area of understanding and assessing their own work, various strategies can be used more effectively. For example, students in Writer's Workshop sessions can effectively engage in student-to-student revision and/or editing and conferencing for improved writing. Students have a better understanding of the support services. These support services include Read180, Instructional Support (IS) math, and LLI. These programs address needs of students who are scoring below proficiency. Because an inclusion model is used for special education services, teachers and other students are able to mentor classmates, which results in a more positive and supportive classroom environment. The whole team of teachers, which includes inclusion, classroom, and resource teachers, work together to provide intervention activities as grade level teams analyze student work. These intervention times in the school schedule allow teachers to regroup students often and provide focused instruction specific for that group's goals.

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

At McBride, teachers work in professional learning teams to evaluate student data and determine the most appropriate instructional practices. After studying the data team process in detail, teachers have a much greater understanding of the value of both formal and informal assessments, how to use data from these assessments to measure the effectiveness of instruction, and how to adjust strategies, groupings, or placement for maximum student success. The professional learning team processes have aided teachers in developing learning assessments and interpreting results. These practices have brought systemic change to our school. The formal scheduling of local assessments and purposeful evaluation of assessment results is a driving force in continual adjustment of instruction. As we have become more effective practitioners of assessment and results analysis, we have also become more effective in our development of interventions that produce desired results. For example, the process that we use requires specific assessments be administered for all grade levels at specific times of the year and then to be scored by teams unrelated to the grade level tested. This system mimics a standardized testing process in which scorers would not have connections to the work scored. It allows a higher degree of objectivity in the scoring process. In addition, this method allows outside readers/scorers to note trends that might not be noted otherwise. Between local assessments, classroom teachers follow an instruction/test/score/analyze process within the grade level. Results are posted in the building for parents to see, and the grade level and classroom teachers can note trends, determine if interventions are being implemented with fidelity, and make adjustments as needed. Parents of 4th and 5th grade students have access to an electronic grade book so they can easily monitor student progress and contact teachers. Lower grades make use of regular student progress reports sent home to parents. The development of intervention time in our schedule also allows us to provide focused corrective or extending activities to students grouped weekly according to their progress during the week. The intervention times have become a positive activity for all groups because the students work with different students and teachers throughout the year. Keeping the instruction engaging and encouraging supports the McBride culture of meeting the needs of the students. At the end of the year, it is expected that

if the assessment process has been properly carried out, standardized test scores should reflect improvements noted in the local assessments.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

McBride School is a neighborhood school, and our goal is for each student to feel that he/she is a vital member of the McBride family. We invite parents and other relatives into the school often to help build the bond of a school family. The staff also demonstrates family culture through friendships with peers and stakeholder interactions. It is not unusual for a staff member who is ill or has a family crisis to have colleagues sign up to provide meals or run errands for them. This sense of caring spills over to the students and families of the community. Parents often turn to the teachers for support during times of Soldier deployments or other stressful incidents. The principal sets the standard for relating to students and parents. She knows each student by name and interacts with students in a positive manner daily. Similarly, she knows each teacher and how best to motivate, encourage, and support each staff member. We point to the multitude of after-school and evening events geared to parent involvement as evidence of a school climate that positively impacts community relations. McBride has intentionally developed a number of after-school activities so that parents can enjoy the interaction with staff and other families. Specific activities include Reading Night, Math Night, STEM Night, Field Day, Open House, grade-level music concerts, and the Family Night Picnic. These events allow students, teachers, and parents to share experiences and get to know each other on a different level than just a classroom. During the Family Night Picnic, for example, the entire community is involved in fun activities; but they also mingle with the staff and are able to see the respect and concern demonstrated toward students and each other. These activities demonstrate that we value the family as well as the students. However, it is important to note that high academic expectations are also incorporated into the school climate because this expectation will best serve our students in their futures. Because we want our students to enjoy learning, we incorporate many activities previously mentioned such as field trips, hands-on learning opportunities, and the practical manner in which technology is infused in the curriculum. These are strategies that research tells us will best meet the needs of the students at the elementary age, and so we eagerly embrace the opportunity to share with our students.

2. Engaging Families and Community:

One of the most notable ways that we engage families and the community is through the Partners In Education (PIE) program. In this program, various community agencies are partnered with schools in the Chattahoochee Valley region through the Greater Columbus Chamber of Commerce. At Ft. Benning, each school is partnered with a military unit. McBride is partnered with the 2nd Battalion 47th Infantry Regiment and has received numerous awards, including Partnership of the Year in multiple years due to the exceptionally strong programs in place. In addition, the PIE program includes “Partners At Large,” or corporations in the adjacent cities that provide services for multiple schools. Some of these Partners At Large include the Springer Opera House which provides low/no cost entry fees for a variety of productions, the Coca Cola Space Science Center which has provided telescopes for McBride’s Astronomy Night, and Westville, an 1840’s village, which offers free admission and allows students to experience life in early American history. McBride’s Partner in Education provides mentors for fragile students, a Leadership Academy which helps students develop leadership qualities, the Patriot Values Program in which the Army Values are interpreted into student language. Our PIE members support many special activities such as Pumpkin PIE Math Day in which Soldiers visit to assist in math instruction with a Pumpkin theme, Fitness Club in which Soldiers help students perform a variety of exercises that they can continue to do at home with families, and our Partners as Adopted Learners program in which Soldiers visit classrooms to assist with individual or small group instruction, reading group, or other needs specific to a classroom. There is a very active volunteer program in which parents partner with classroom teachers to help in the classrooms. There are fundraising opportunities in which parents are involved; however, the greatest need that parents fill at McBride School is what we refer to as “Boots on the Ground” activity: helping in the school library, providing tutorial services, helping teachers set up centers and experiments, or working directly with students in other ways. Parents also serve on school improvement committees, the local school board, and assist in after-school clubs and activities.

3. Professional Development:

McBride's professional development approach historically has been a very strong component of the school's program. There is a two-pronged approach to professional development at the school level. One aspect of the professional development program is a long-range plan in furtherance of the school improvement goals, which are determined by student data and DoDEA initiatives. Principals have been trained in Killion's model of evaluating staff development, and the school's PLCs are used in looking at the link between staff development and student learning. The other aspect is a very practical approach for meeting instructional needs as determined by student and teacher surveys and curriculum area meetings. An example of the long-range planning incorporated by McBride was our earlier Data Team Book Study, which has supported the current professional development initiatives being implemented at Ft. Benning. McBride's culture, staff development experience, collaborative teams, and school schedule have continued to make focused staff development efficient and effective. McBride is implementing the College and Career Readiness Standards for Math (CCRSM) this year, and our own teachers have been assisting with the training throughout the year. Teachers are able to use real student data and their own lesson plans as they learn to implement the new curriculum. As teachers develop project based learning (PBL) lessons, they can plan and revise modules during training times at school. The teachers recently voted to develop a school-wide PBL project focusing on the information students can learn and apply looking at the last fifty years of McBride School. All training and collaboration is grounded in the Professional Learning Community model which emphasizes data interpretation, formative assessment development and use, and student learning. The second aspect of the professional development program deals with more immediate needs as identified by teachers. These sessions may include hands-on opportunities to learn Google apps, computer equipment, or website applications. Training takes place during scheduled collaboration times and during the instructional day in the classroom. McBride's professional development program is developed after careful consideration of student data, best practices and/or innovative strategy research, and goals for student achievement. McBride enjoys a great deal of autonomy in implementing the DoDEA initiatives such as PBL and CCRSM. The short term focus, as noted above, is determined by teacher input and is specifically designed to increase teacher capacity in immediate needs for greater classroom efficacy. By using both aspects, both immediate and long-term needs are met.

4. School Leadership:

The school leadership philosophy can be summed up in the development of a culture of collaboration. In this model, shared leadership is essential; and input from all staff members is vital. We believe that although the principal bears the final responsibility and accountability for instructional leadership, all stakeholders must have a voice in decision making, mapping goals, and developing vision. The master schedule is developed to include collaboration and staff development time. Individual teachers are encouraged to assume leadership roles that capitalize on their strengths. For example, teachers who have various curriculum strengths are called on to conduct professional development sessions related to those areas. The Continuous School Improvement team is led by teachers. It is this team that leads the school in the analyzing of school data and the development of school goals each year. The team members lead standards committees for AdvancEd accreditation. All of our initiatives from DoDEA are led by teachers. These initiatives include Project-Based Learning, Professional Learning Communities, and the College and Career Readiness Standards for Math. Teachers are trained by the district and then become the trainers for the school. Other committees such as the PIE committee are also teacher led. DoDEA determines initiatives for the school year; however, each school has the ability to determine how the initiatives will be implemented within the local school. This process has been a strength at McBride because the collaborative process that has been in place for many years is so well suited for teachers to take the initiative in developing training and implementation. The expectation of effective collaboration is clearly communicated by the principal by her training and actions. The principal conducts walk-throughs of instruction and collaboration times in order to provide feedback and support for all teachers. All of the leadership and professional development teams work together to keep training and implementation of initiatives from getting too confusing and vague. One example of how teachers are empowered to implement initiatives by tailoring for specific needs is our Intervention time. This program grew out of our data team/PLC work. In this process, teachers analyze data within a grade level, and then form instructional groups to provide specific, targeted, and intentional instruction based on proficiency level and

intervention strategy. These student groups are fluid so that students are consistently moved between groups and working with different students and teachers. This process facilitates differentiation and personalizes instruction.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Albert Einstein once said that “Learning is experience. Everything else is just information.” At McBride, we want children to learn and to enjoy the fact that they will continue learning throughout their lifetime. As we consider indicators of academic success, there are a variety of measures used. Standardized tests and local/district assessments certainly provide indicators of success, and we are proud of our test scores, especially in consideration of the socio-economic status of our community, the mobility of our population, and the percentage of students with various special needs. The question we ask ourselves on a consistent basis is how we will continue to cultivate this climate of success and meet needs of individual students. We believe that our data team process led to the development of a true professional learning community. We continually analyze the data procured through formative assessments to ensure that our instructional content and methods are effective. Consistently using formative assessments to revise instruction allows us to provide the differentiation needed for all students to progress. The school climate, which facilitates the “family” feeling of the school, includes concern for academic success. Students are not considered in terms of average scores; instead instruction is personalized because teachers care about individual students. Just as the principal knows each child’s name, the teachers know their own students’ individual strengths, challenges, impediments to success, and motivators to help overcome those impediments. The PLC process includes looking at student understanding and how to extend or remediate instruction. It also involves components which require teachers to use formative assessment as a means of examining their own instruction and how to revise instruction as early as the next day for maximum student benefit. We have found this process, which flows naturally out of the data team process, has amazing potential for individualizing instruction and ensuring success for all students. Data results from local assessments already reflect a positive impact on student achievement. Einstein also said, “I have no special talent. I am only passionately curious.” If we can instill a sense of curiosity in our children, a sense of the world that opens to those who love to learn, we will have succeeded in impacting the future, not only of our students, but of the world.

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova Multiple Assessment, 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Data Recognition Corporation CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	646
Number of students tested	80
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. White	
Average Score	643
Number of students tested	44
2. Hispanic	
Average Score	645
Number of students tested	23
3. Black	
Average Score	638
Number of students tested	10

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova Multiple Assessment, 3rd Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Data Recognition Corporation</u> <u> CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	665
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. White	
Average Score	664
Number of students tested	32
2. Hispanic	
Average Score	649
Number of students tested	7
3. Black	
Average Score	674
Number of students tested	11

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Math</u>	Test: <u>Terra Nova Multiple Assessments, 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Data Recognition Corporation</u> <u> CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	674
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. White	
Average Score	675
Number of students tested	34
2. Hispanic	
Average Score	670
Number of students tested	17
3. Black	
Average Score	674
Number of students tested	7

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova Multiple Assessments, 3rd Edition</u>
Grade: <u>3</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Data Recognition Corporation CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	642
Number of students tested	80
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. White	
Average Score	641
Number of students tested	44
2. Hispanic	
Average Score	643
Number of students tested	23
3. Black	
Average Score	642
Number of students tested	10

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova Multiple Assessments, 3rd Edition</u>
Grade: <u>4</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Data Recognition Corporation CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	661
Number of students tested	53
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. White	
Average Score	662
Number of students tested	32
2. Hispanic	
Average Score	648
Number of students tested	7
3. Black	
Average Score	669
Number of students tested	11

NOTES:

REFERENCED BY NATIONAL NORMS

Subject: <u>Reading/ELA</u>	Test: <u>Terra Nova Multiple Assessments, 3rd Edition</u>
Grade: <u>5</u>	Edition/Publication Year: <u>2007</u>
Publisher: <u>Data Recognition Corporation CTB</u>	Scores are reported here as: <u>Scaled scores</u>

School Year	2013-2014
Testing month	Mar
SCHOOL SCORES	
Average Score	672
Number of students tested	56
Percent of total students tested	100
Number of students alternatively assessed	
Percent of students alternatively assessed	0
SUBGROUP SCORES	
1. White	
Average Score	677
Number of students tested	34
2. Hispanic	
Average Score	667
Number of students tested	17
3. Black	
Average Score	663
Number of students tested	7

NOTES: