

U.S. Department of Education
2016 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Thomas E. Schwartz

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

Official School Name McKinley Intermediate Elementary School

(As it should appear in the official records)

School Mailing Address 112 North Rogers

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

City Abilene State KS Zip Code+4 (9 digits total) 67410-3431

County Dickinson County

Telephone (785) 263-2311 Fax (785) 263-7610

Web site/URL http://abileneschools.org E-mail tschwartz@abileneschools.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, to the best of my knowledge, that it is accurate.

Date

(Principal's Signature)

Name of Superintendent*Dr. Denise Guy E-mail dguy@abileneschools.org

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

District Name Abilene USD 435 Tel. (785) 263-2630

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. Gregg Noel

(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):
- 3 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 5 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 | 0 | 0 | 0 |
| 1 | 0 | 0 | 0 |
| 2 | 54 | 51 | 105 |
| 3 | 54 | 47 | 101 |
| 4 | 0 | 0 | 0 |
| 5 | 0 | 0 | 0 |
| 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 | 108 | 98 | 206 |

4. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 12 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 80 % 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.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 13%

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 | 10 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year | 20 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 30 |
| (4) Total number of students in the school as of October 1, 2014 | 236 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.127 |
| (6) Amount in row (5) multiplied by 100 | 13 |

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

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

7. Students eligible for free/reduced-priced meals: 64 %
Total number students who qualify: 131

8. Students receiving special education services: 17 %
34 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>1</u> Autism | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>4</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>7</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>8</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>16</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 16
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 | 11 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 7 |
| Paraprofessionals | 11 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

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 19:1

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% | 95% | 95% | 95% |
| 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.

To provide a safe environment with quality learning experiences to help all students become successful, respectful and responsible lifelong learners in a changing world.

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

Abilene is a rural community in the middle of Kansas with a population of 7,000 who farm and work in many of the agricultural related businesses in the community. Tourism and businesses that deal with the rich history of Abilene also provide jobs for many of the citizens. All of this history has shaped what we do in our school, and like Ike we are not afraid to stretch the boundaries by accepting challenges to open up new opportunities for our students in our district and at McKinley School.

McKinley Intermediate School is one of three elementary attendance centers in Abilene. In 1989 the Abilene School District went to attendance centers at the elementary level, to help even up the classroom size at all 3 schools, to integrate all Abilene students together before they reached the Middle School level, and to integrate Special needs students into each school building. There is a K-1, 2-3 (McKinley), 4-5, a middle school and high school which serve approximately 1550 students each year. At McKinley our student population is 64% free and reduced lunches, with 75% of our students at risk because of family, social economic or living conditions.

Abilene has made the Smithsonian list of top 20 towns of culture that you should visit. At the railhead end of the dusty old Chisholm Trail, a cultural oasis amid the farm fields and silos of central Kansas just south of Interstate 70, Abilene has a circa 1900 Carnegie Library, Great Plains Theater, staging professional productions from June to December, American Indian Art Center, and is the National Headquarters for Greyhound racing and the Greyhound museum. But its depth of character comes from Dwight D. Eisenhower, who spent his boyhood in Abilene, “The proudest thing I can claim is that I am from Abilene,” Ike once said. So it’s fitting that the town was selected as the site for his Presidential Library and Museum, enshrining Ike’s grave and modest childhood home where the seeds of the 1950s American dream were planted. A Russell Stover’s candy factory on the edge of Abilene helps to sweeten life in this small town.

We were one of three schools in Kansas which worked the last three years with Kathleen Lane and Kansas University to implement a new Comprehensive, Integrated, Three-Tiered model of prevention that includes academic support in reading and math (Cruise Time), behavior (Positive Behavior Interventions and Support, PBIS), and a social curriculum called (“Positive Action”). The 30 minute Tier II support time is called “Cruise Time” since the staff started out on this journey together to implement it for our students, and we want the students to see this as a time to take a trip to success.

There are specific expectations that staff and students follow in seven specific settings at the school. Parents receive a brochure explaining this system and the Expectation Matrix so that they and their child will know those expectations to help our school be a safe environment with quality learning experiences and personal support to help all students become successful, respectful and responsible lifelong learners.

The Three Expectations of McKinley students are: (1) Be Respectful, (2) Be Responsible, and Be Your Best Self. Banners, posters and signs are in all the rooms, hallways, bathrooms, to remind everyone of the expectations we have at McKinley.

Students and staff worked with Monte Selby (a nationally know song writer) on the 4th day of school to write a song (“Outrageous Respect”) and then sang it together so we would have it to remind us of our commitment to making McKinley a great place to learn. This song is played every day to begin our school day, and our school pledge and Pledge of Allegiance is led by students every day over the intercom.

The PBIS system is a ticket system in which ALL staff participate by handing out behavior tickets to students who exhibit the expectations for the setting they are in. The staff give behavior specific praise to the student as they hand them the ticket so they are aware of the expectation that they have received the ticket for. The student is responsible for putting their name on the ticket, the expectation they met and the date they received it. They can put these tickets in classroom drawings, (teacher rewards) weekly whole school drawings for: a 3 Bee’s T-Shirt; a behavior trophy, and six students at each grade level get to sit at the special lunch table with a friend. Besides the drawings they can purchase items from the behavior store with their tickets.

The one on one iPad initiative that McKinley started 5 years ago with a State Tech. grant, where students use iPads to access resources around the world to create innovative solutions to challenges they are given. McKinley received the Apple Corp. Tech Innovation School Award in 2012.

The staff use Anita Archer's "Opportunities to Respond" methods, Larry Thompson's "Responsibility Centered Discipline" approach to handling discipline issues with the "Give Em Five" routine to model respect.

The Climate at McKinley is shaped by the following school wide staff philosophy printed at the bottom of the McKinley stationary:

If Asked, "What Do You Make"? Remember to Reply "I Make A Difference". Together, Let's Make A Difference in the Life of Each McKinley Student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

McKinley Intermediate School staff has been trained in the College and Career Ready Standards that the Kansas State Dept. of Education has adopted. Curriculum resources have been adopted that align to the Common Core Standards, and was a very important factor when adoption of curriculum was made. We focus on rigor and the use of technology to help deliver the resources we have adopted, so that students can use their learning style to complete the work necessary to succeed in the standards.

Reading/English Language Arts: McKinley Intermediate School provides 120 minutes of core instruction in second grade and at least 90 minutes of core instruction in third grade. In addition, all students participate in a Multi-Tiered Systems of Support (MTSS) group for 30 minutes. Students are benchmark tested three times a year in reading using AimsWEB, and the data is utilized to guide instruction in the classroom. Students who do not meet benchmark are progress-monitored regularly based on their needs. Using the resource *Journeys*, published by Houghton Mifflin Harcourt, all students participate in teacher read aloud, collaborative sharing, vocabulary instruction, close reading strategies, guided reading groups, phonics, grammar, and writing instruction daily. Each grade level reads the same selections and practices the same skills each week, which allows for extended learning in tiered groups. Using iPads, students complete comprehension tests each week, including higher level thinking questions and supporting answers with text evidence. The series spirals through comprehension skills and strategies so students have many opportunities to practice and apply their learning.

Math: The recently adopted math curriculum helps students develop a deep understanding of mathematical concepts that are aligned to the Common Core State Standards and promotes the use of the eight essential standards for mathematical thinking. Imbedded in the program, are daily opportunities for hands on learning and interactive discussions that engage the learner. We also employ the use of the Cognitively Guided Instruction (CGI) problem solving model, where students actively participate in a variety of ways of reasoning and self discovery as they learn to justify and communicate their thought processes when arriving at solutions in problem solving situations. Math aides are available for 30 minutes of each classroom's math block and not only support struggling learners but also assist others within the classroom. Extension materials that meet the varying needs of the students are utilized through technology applications on one-to-one iPads. We are in the process of developing a comprehensive multi-tiered system of supports that will further reinforce differentiated instruction for all levels of learning.

Science: The focus of the science curriculum is hands-on learning experiences for students using the scientific method. We use the Science Technology Curriculum Kits from Carolina Biological Supply Company. This curriculum provides students with the opportunity to problem solve and use inquiry-based lessons. Each grade level raises and observes live animals. The students create and maintain the habitats. They assume all care of these animals. Students also explore sound and how it is created. The students then create their own instruments to present to their class to explain the science of sound. We also include community members in our science curriculum. While studying soils, our second graders visit a local artist's studio to discuss clay in our soil, and the artist demonstrates how he makes pottery and objects with the clay. The second graders visit Lakewood Discovery Center, a natural habitat for animals. The third graders visit Milford Nature Center to observe animals in their native habitats to compare to the classroom habitats. The science kits also incorporate math, reading, and writing.

Social Studies: The curriculum focuses on citizenship, communities, and economics. Students learn the content in traditional classroom settings and building wide activities. Citizenship is the cornerstone that learning is built upon. Each third grade classroom elects a representative each quarter to serve on the McKinley Council. The principal meets with these students monthly to discuss ways to improve the school. Students learn and practice what it means to be a good citizen. Responsible and respectful behaviors are often rewarded with tickets that can be redeemed in the school behavior store. Though economics is taught in the classroom, students are able to apply their understanding by redeeming their tickets for small items or saving them for something more substantial. There is also an option to use tickets to donate cans of food to

the local food pantry, which gives students the opportunity to help the community. The city of Abilene has a rich history from being on the Chisholm Trail to being the home of the 34th President, Dwight D. Eisenhower. Third graders take an annual trip to the Eisenhower Presidential Museum, and do a year end project that focuses on the history of Abilene.

2. Other Curriculum Areas:

Music - Vocal: All students at McKinley receive 50-75 minutes of music instruction per week. The music curriculum is focused on music concepts experienced through singing, playing instruments, and movement based on the Orff process. A vocal performance is given for each grade once a year in which singing, instruments and movement is emphasized. In the fall, when third graders are studying sound in science, the music teacher has a unit creating music with everyday objects to reinforce the concept. They are introduced to playing the soprano recorder in preparation for reading music with a traditional instrument. Cross curriculum lessons are given in both grades to support the reading and math concepts in the classroom. Patterns and rhythms are important concepts in both reading and math skill attainment.

Visual Arts: Second graders at McKinley receive 30 minutes of art instruction per week while third graders receive 40 minutes per week. The visual arts curriculum focuses on the elements of art such as line, color and shape as well as art history and art vocabulary. Students develop and hone their observational skills as well as their fine motor skills when working with the art materials. The project the students are working on always coordinates with a particular artist, movement or style. Students are always encouraged to try their best and to be fantastically creative. Student's work are often displayed in the hallways which promotes taking pride in the student's work. Students contribute their best pieces of art to local art shows put on by the Arts Council, Farm Bureau and Historical Society. The Abilene Arts Council has 6 volunteers that work in the Picture Person Program, where they show art done by an artist and discuss art history and techniques of that artist with our students each month.

Technology: Five years ago McKinley was involved in a Tech Rich Grant designed to move students into a 3 dimensional interactive learning environment where we had an iPad for each student. The students have keyboarding class twice a week to learn basic skills and technology citizenship. They use their iPads throughout the day in all of the curriculum areas to help them participate in real world learning to engage them in 21st Century Learning environments, moving them beyond only paper/pencil instruction.

Students have access to information from around the world to help apply to projects and simulations. Students are able to use technology to help learning of skills that they may be deficient in. Technology also allows students to be creative and learn in many different learning styles. Each grade level has a technology coach to help all staff move to higher levels of instruction on the Grapplings Spectrum. Staff use technology-embedded lessons. In 2012 McKinley was awarded the Apple Corporation "Tech Innovation School Award". Because of our initial work at McKinley, the entire district is now one to one iPad with all students. The McKinley Staff takes part in an annual District Technology Fair demonstrating techniques and activities, along with continuing to learn from others.

Physical Education: All students, grades 2-3, participate in 50 minutes of physical education per week, and every other week 75 minutes of physical education class. The curriculum is focused around Spark. This program involves all students, to be more active, incorporate social skills, and emphasize both health-related fitness and skill development. We also emphasize sports play, developing and honing their motor skills, movement patterns, fitness concepts and goal setting. Some of the activities are: FitnessGram, Parachute, Cup Stacking/Speed Stacks, Jump Rope for Heart, and Field Day. At McKinley School, students learn cooperation, positive social interactions, and skills to develop and maintain a fit and healthy life style.

Nutrition: The second grade students take part in a Nutrition curriculum provided once a month by the Kansas State Extension Office. Different food groups are discussed; preparation and safety of handling foods; where and how foods are produced and processed; discussion of reading labels and looking at calories, serving sizes, fat, sugar and salt content.

The "Positive Actions" Social Skills Curriculum: is taught by each classroom teacher. The 22 lesson

Copper Curriculum is taught at the same time by teachers, principal and counselor, so all students are working on the same theme each week.

3. Instructional Methods and Interventions:

At McKinley, the reading curriculum is taught in the classroom by using direct instruction, whole group and small group activities and lessons. The Journey's curriculum is used by the staff to provide differentiated resources to meet the needs of all students in their classroom. The second grade has a 120-minute Core ELA instructional block, whereas the third grade has a 90-minute block.

McKinley offers thirty minutes of tier two (MTSS) support four days a week for all students. This time is referred to as "Cruise Time". All teachers, the principal and available para-educators teach to make groups as small as possible. Aimsweb benchmarks scores, progress monitoring assessments and the Quick Phonics Screener (QPS) are utilized to make instructional decisions during small group reading time. This time consists of teaching students specific phonic skills, fluency work, comprehension skills and enrichment activities based on student need. Researched based materials are used to guide instruction. Some of these resources include West Virginia Reading First, High Noon Decodables, Read Naturally, Power Reader Decodables, Road to Reading, Six Minute Solution, Start Up, Build Up and Spiral Up. A fluency group might utilize these materials by using ten minutes of a Six Minutes Solution passage with students graphing words per minute, ten minutes of a Read Naturally passage and 10 minutes of fluency phrase work. This information along with progress monitoring helps determine movement to another group. A phonics group may use explicit instruction from West Virginia Reading First which includes a decodable passage and will use the QPS to evaluate if students have mastered the targeted phonics skill. Groups are reevaluated every two weeks. Tier III support is provided 5 days per week by the Reading staff in one on one or small group settings for 30 mins.

Math is a 60-min core Tier 1 instructional block. A math aide is available in the regular classroom setting for 30 minutes of that time to aide those students struggling with the lesson or math skills. Cognitively Guided Instruction methods are used along with the Expression's math curriculum to work whole group and independently to solve math problems and activities.

Special Education teachers and para-educators facilitate the ELA & math instruction by using a Co-Teaching approach with the regular classroom teacher. Students may receive a 30 minute time in the resource room for small group instruction.

All staff have been trained on the Anita Archer "Opportunities to Respond" method, and the use of iPads as a resource during all core learning experiences is an option available to all students.

Vision Therapy is another intervention we provide through local Community Foundation help, to pay for 80% of the cost for students who cannot see all the letters in a word because their eye muscles are not working together to send the correct message to the brain. Through therapy with eye specialists, students become successful in all curriculum areas and behavior problems they may have exhibited usually subside. We average between 8-10 students per year who receive Vision Therapy.

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

At McKinley, students are given the Aimsweb screener in reading and math three times per year. They are also given the SRSS-IE Behavior Screener three times per year. During review of McKinley data by the MTSS Reading, Math and Behavior teams after each screening cycle, we look at many risk factors for students. Academic risk factors, behavioral risk factors, office referrals, attendance data and visits to the nurse are used to identify students as academically at risk.

Based on data collected from Aimsweb and Title testing, students can receive small group or individual help. Students receiving small group help fall between the 25th percentile and the 10th percentile. Leveled Literacy by Fountas and Pinnell is used to teach these students. Students that are in the 10th percentile or lower receive individual help using Reading Enhancement. This program is modeled off of Reading

Recovery. In the winter, non-title students that fall below the 25th percentile on the Aimsweb Benchmark are tested. Current title students that score above the 25th percentile can exit the Title program. Title data is also taken into consideration before exiting a student from tier three services. In the spring, all current Title students and any new student that falls below the 25th percentile on the Aimsweb benchmark are tested.

Parents are informed of this data when their child is in need of Tier III support resources. All parents are informed of data from the Aimsweb screeners at each parent/teacher conference. The screening data and progress monitoring charts are focal points of the conference discussions.

When multiple types of risk factors are cross-referenced the importance of addressing social emotional and behavioral needs emerges. Of the McKinley students who have three or more of these risk factors, 100% were also deemed at risk by the SRSS-IE social emotional, behavioral screener. And 75% of students with two or more academic risk factors were also at risk on the SRSS-IE. Of the students with any academic risk factor, 61% also had a social emotional or behavioral risk factor. Students who had a risk factor on the SRSS-IE, are more than twice as likely to also be at risk academically. Again, 100% of our students with the highest academic risk factors have social emotional and behavioral risk factors. We must address the social emotional & behavioral needs of students before and along with their academic needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

On the most recent parent survey in February of this year, two of the highest rated items were: “When I visit McKinley School I feel welcome,” and “McKinley has a safe, positive environment for my child.” When parents feel that way about our school, their child will feel that way too.

Each morning the students gather in the gym to visit with each other. The principal and McKouncil members (3rd grade classroom reps) are at the front of the gym to greet and visit with the students. When it is time to dismiss students to the rooms at 7:50, the principal leads the students as they sing the chorus to the behavior song (“Outrageous Respect”) that they created with National Song writer Monte Selby the first week of our school year. At 7:57 the 3 minute song is played over the school speaker system to set the tone for the day. Announcements follow, and students along with the principal lead the whole school in the Pledge of Allegiance and the McKinley Pledge. The Pledge was written by staff and students to hit all of the major expectations of our School Expectation Matrix. It ends with “I will Be Responsible, Be Respectful and Be My Best Self as a proud citizen of McKinley School and Abilene.” Students understand the importance of our Expectation Matrix and our McKouncil leaders take part in Friday morning Meetings where all the students in the school meet in the gym to discuss issues important to them and the principal.

The principal celebrates each student birthday over the announcements, and gives students a hat, card and birthday swats with a foam hand. The school provides clothes, shoes and glasses for children that need them, through a community grant. A mentor program is in place where ALL staff in the building are paired with at risk students - to check in with them at least 3 times per week.

The staff feel valued. When we ask for resources the principal always comes through. We have a staff and family pot luck dinner in the park before the school year begins. The principal gives a hand written birthday card that he designs to all the staff. All staff receive something at least monthly from the principal - it may be treats or some funny saying or poem that he has created. His holiday poems are legendary. He does these things not only for all staff at the school, but also bus drivers, and staff at the District Office. Classified staff feel valued because they are a part of the staff development trainings and the learning environment. We know that no one works harder than our principal so we will do anything for him and we have fun learning together. We accept challenges as opportunities to make a difference and to keep getting better.

2. Engaging Families and Community:

We have implemented a Comprehensive Integrated 3 Tiered (CI3T) plan at McKinley which involves Academics (reading & math), Behavior (Positive Behavior Intervention System) and a Social curriculum (“Positive Actions”). All of this information is shared with parents at Parent Information night and through numerous communication pieces (parent letters, a colorful brochure with the process explained and our Expectation matrix attached). Banners hang at the front of our school, in the gym and in the halls and classrooms with our McKinley Expectations on them. We developed a school song with songwriter, Monte Selby titled - “Outrageous Respect”, which our students wrote with him and then sang along with him. Parents can access our school song on line so they can hear the expectations that our students and staff “Expect” at McKinley. The song is played every morning, and all students get a chance to lead the McKinley Pledge and Pledge of Allegiance during announcements every morning.

This CI3T system gives us direction on how we will ensure that all students have 3 tiered support in all areas if they need it, and also helps to create a Positive Learning environment at McKinley. We get the information out to the parents so they KNOW it too, so we can all work together to meet those McKinley Expectations. Parents and community members serve on our Behavior team and our SITE council with this system in mind to help drive our vision and goals.

The Principal has given talks to many of the civic groups in town so they know about the CI3T plan and

how it works, and have received many donations from clubs, Beta groups, Arts Council, and PTO to help support the PBIS store. The whole community knows about the students using their positive tickets to purchase cans of food (from our store) that are then donated to the local Abilene Food Pantry. Our students donated more than 1200 cans of food last year & that is the talk of the town!

Finally, we have many volunteers from the community who come in to volunteer hours in the classroom. During Fantastic Fridays held during the year community members talk about Holidays celebrated around the world, Abilene and Kansas Heritage and Safety issues. Volunteers from the Arts Council do a monthly "Picture Person" presentation in our classrooms about famous artists and their artwork. We also use our Eisenhower Center, Old Abilene Town and Greyhound Hall of Fame to enrich our student's knowledge of Abilene.

3. Professional Development:

Professional Development at McKinley school is for all staff. It is a commitment and philosophy that has been developed over many years. It is an environment of life long learning where the staff is enthusiastic about learning together through book studies, having experts in the field come and share their knowledge with us and matching the curriculum initiatives with the staff development that we pursue. It is very important to the Principal in the building and to staff: classified, certified, para professional, secretaries, bus drivers, that all are involved in the training that we receive. For a culture and atmosphere in a building to be complete, all people need to know what the goals are, and then have the training and knowledge to be able to contribute to the success of attaining the best learning environment for the students. The staff genuinely enjoy staff development time together!

The last five years, book studies have taken place during the summer and the staff have voluntarily come together for days to discuss the new learning. Books such as: "Getting to Got It" by Betty Garner; "Focus" by Mike Schmoker; "Classroom Instruction That Works" by Marzano; Book studies on the brain, ADHD, the "Daily 5 Concept", Energizers, "The Explosive Child", "The Energy Bus", are just some of many.

Summer days have been used to study and work on our MTSS Reading, Behavior and Math Tier structures. It is important to All staff that they have been able to give their input with guidance of the Leadership Teams in each area, to develop the structures that we use to make a difference in the lives of our students. They feel they have been a part of the process and are excited about making it work.

In the last few years we have had multi day workshops and trainings on the following concepts that have been implemented into our school: Responsibility Centered Discipline; One to One iPad implementation (a whole year of training from the grant); Cognitively Guided Instruction Model (5 days this year); PBIS (Positive Behavior Intervention System) with Kathleen Lane and KU University for two years of continuous training and support; multiple trainings by Jane Groff the head of (KPIRC) the Kansas Parent Information Resource Center to help our whole staff with engaging parents more; LETRS training where all teachers and most of our paras have been trained in the first 5 modules of research on how students learn to read.

Mix this new learning with bi-weekly Grade Group PLC meetings on Friday morning while the Principal has all students in the gym for a meeting, and bi-weekly Wed. afternoon MTSS grade group discussions and the staff really does feel that they "Make a Difference" in the student's lives.

4. School Leadership:

The leadership philosophy at McKinley School is one where the principal works with school leaders and leadership teams to create goals and work to set the tone for the learning climate in the school. The principal is the instructional leader of the school, and seeks to introduce the latest research-based strategies to the staff. The principal supports the staff by providing staff development opportunities needed to train and then implement those strategies in the classroom. Resources needed to implement these strategies is also of paramount importance. The principal may be the leader, but it is a true shared leadership with staff,

and leadership teams are given autonomy to be creative and work toward achieving the school goals, with each team sharing their work with all staff during bi-weekly grade group meetings and full staff meetings held at least once a month.

Five PLC's or leadership teams are formed and all staff are members of part of a team. Classified and certified staff are valued as members of a team. The five teams are: ELA/Reading; Math; Behavior; Family & Community Engagement; Social. These PLC's meet on a regular basis to go over data from assessments and universal screening instruments. Members of these teams also sit in on regular district wide curriculum and behavior team meetings to make sure there is alignment with the other schools in the district. They come back with information to share with all staff at the school after their district meetings have been held.

Students also have a place in the school leadership process. The principal started a McKouncil made up of a 3rd grade student representative from each 3rd grade classroom. The students run for, and are voted on by their peers in that classroom. They represent their classroom and are assigned a 2nd grade classroom that they report meeting notes to and communicate with. McKouncil meetings are held each month with the principal, and these student leaders present ideas and concepts that are discussed at the meeting. They make reports to the student body at Friday morning meetings which are held bi-weekly in the gym. Elections are held quarterly to elect new representatives to the McKouncil.

There is a very collaborative, positive environment at McKinley. After taking the best thoughts and ideas from all the school teams, the principal presents this information to the Site Council made up of community people, parents and staff for further discussion, to implement what is best for student learning at McKinley.

Part VI – INDICATORS OF ACADEMIC SUCCESS

We have implemented a Comprehensive Integrated 3 Tiered (CI3T) plan at McKinley which involves Academics (reading & math), Behavior (Positive Behavior Intervention System) and a Social curriculum (“Positive Actions”). We have a 3 Tiered approach to helping ALL students be successful in these areas.

A quality core curriculum in the academic areas with a 3 tiered support system in place in reading (called our “Cruise Time”) and a system we will be implementing in math. This extra support is given 4 days per week with all staff involved, and all students receive assistance at their level, from low levels to extended learning challenges.

In our CI3T plan we have guidelines that trigger a response from the staff. We look at Aimsweb academic screener results in reading and math. We track the number of referrals to the office. We give the SRSS-IE (Student Risk Screening Scale - Internalized and Externalized factors) to monitor students who may be in the High or Moderate risk categories for Behavior. I keep multiple pieces of data on all of these factors which are then used in our SIT team meetings when looking at interventions needed to help students who may be having difficulties.

Using this approach we are giving support to students in many more areas than just for academics. We have all known that behavior and social issues have a large influence on the success students can have, and now we are being proactive about it and making sure supports are in place to help make the learning environment better for all kids.

A really great outcome has been - that less students have been referred for Special Education, because we now are working on those other factors that have been causing the learning difficulties. We realize that a “Learning Disabled” label does not fix all.

The PBIS system we use makes use of tickets that are given to students when they have displayed one of the expectations from the Expectation Matrix. The three expectations are: Be Responsible; Be Respectful; and Be Your Best Self. The staff has distributed over 33,000 tickets this year. When staff give the ticket to the student they give Behavior Specific Praise, so students know what positive behavior they exhibited. The students have items they can purchase at the Behavior store with those tickets. They have purchased over 3,400 items to date. Office Referrals are down from previous years, and the school climate is more positive and safe than in the past.