

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 Mr. Kyle Moore

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

Official School Name Swallow Elementary School

(As it should appear in the official records)

School Mailing Address W299 N5614 County Road E

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

City Hartland State WI Zip Code+4 (9 digits total) 53029-0000

County Waukesha County

Telephone (262) 367-2000 Fax (262) 367-5014

Web site/URL http://www.swallowschool.org/ E-mail moorek@swallowschool.org

Facebook Page
Twitter Handle _____ https://www.facebook.com/SwallowSchool/ 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. Melissa Thompson E-mail thompson@swallowschool.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Swallow School District Tel. (262) 367-2000

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. Rebecca Morrison
(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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	15	22	37
1	23	13	36
2	22	30	52
3	31	28	59
4	27	30	57
5	28	38	66
6	43	34	77
7	34	38	72
8	26	47	73
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	249	280	529

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 6 % Asian
 - 2 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 0 % 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: 2%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2014	583
(5) Total transferred students in row (3) divided by total students in row (4)	0.015
(6) Amount in row (5) multiplied by 100	2

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 7 %
Total number students who qualify: 35

8. Students receiving special education services: 14 %
39 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>7</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>10</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>4</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>15</u> Speech or Language Impairment |
| <u>1</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>1</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 3
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	3
Classroom teachers	24
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	14
Paraprofessionals	8
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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

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%	98%	97%	97%	98%
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.

The Swallow School District, with families and community, will inspire every child to achieve maximum potential for future success as a self-directed, problem-solving, responsible, life-long learner.

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

Swallow School began as School District #2 in the Warren Township on January 1, 1844 in a frame building across what is now County Road E at the Four Winds Farm. Due to fire, the original building was replaced by a brick building in 1894, which serves today as a classroom and the symbol of our district. Two years ago we celebrated our 170th year, making us among the oldest continuously operating school districts in Wisconsin and place where multiple generations within families have come for their K-8 schooling. Since the district's formation strong community support has allowed Swallow to flourish and become a destination for families and staff members alike.

Students who enter Swallow in kindergarten remain together with classmates for nine years. This continuity leads to strong relationships and a sense of community, ownership, and positive school culture. Because of these relationships and smaller class sizes, learning is personalized for students to ensure we meet the mission of inspiring every child to achieve maximum potential for future success as a self-directed, problem-solving, responsible, lifelong learner.

Today the Swallow School District provides a kindergarten through eighth grade education for approximately 530 students who reside in and around Hartland, Wisconsin. Swallow students consistently perform in the highest percentiles on standardized tests, and the district is among the top in the state of Wisconsin annually. The Wisconsin Department of Public Instruction recognized Swallow School as a Title I Schools of Recognition High-Achieving & High-Progress School, one of only eight in the state, for the 2014-15 school year.

Swallow School has experienced rapid growth due to housing development over the past fifteen years, yet still maintains its identity as a community school. A culture of belonging is maintained through traditions that reinforce respect, responsibility, honesty, and compassion. Each year we gather on the first and last day of the school year to ring the bell located in the original school house. Older students are given opportunities to serve as role models and mentors for their younger peers through our Buddy Program and special events such as after school family programs and the annual Mini-Olympics. All students participate in Harvey the Hawk's How-To Day at the beginning of the year where students are led through the different areas of the school to discuss routines and positive expectations. Other traditions include the 8th grade Washington D.C. trip, 5th grade overnight to Camp MacKenzie, Staff vs. Student basketball game, and the Welcome Back Tailgate held during Back to School Night.

A comprehensive, well-rounded educational experience that grows the whole child is essential to Swallow's success. Students receive core programming in reading and language arts, math, science, and social studies. Additionally, students receive specialized instruction in Spanish, art, music, and physical education multiple times per week. Students in 6th, 7th, and 8th grade enjoy additional coursework in health and three units of Science, Technology, Engineering, and Math (STEM) programming through the Project Lead the Way curriculum.

Clearly articulated learning targets in each content area allow teachers to provide specific feedback to their students. Students in kindergarten through sixth grade have a daily thirty minute SOAR (Students Organizing Achieving and Reflecting) block. During this time, programming personalized to each student is provided based on student-set SMART goals. Students receive interventions and extensions and are flexibly grouped according to needs and interests. Seventh and eighth grade students meet weekly with a staff advisor to discuss academic progress, determine and evaluate SMART goals, and receive guidance instruction.

Swallow's four values of Respect, Responsibility, Honesty, and Compassion are visible daily in the halls, classrooms, and on the playground. With support from peers, parents, and staff members, there is a focus on each student cultivating self-awareness, strong values and standards for themselves, as well as showcasing responsible citizenship within the broader community. Using our four values, Swallow staff collaboratively developed a multi-year action plan focusing on character and community. Using this framework, our Positive Behavioral Intervention and Supports (PBIS) committee meets regularly to promote positive

character and behavior expectations for our students. Students are recognized through our Hawk of the Month awards and Hawks Cards. Students in grades 5-8 receive a Swallow “S” above their locker that follows them year to year. Each semester they have the opportunity to earn badges for the letter in the areas of leadership, academics, athletics, and the arts.

Our school is proud of the comprehensive experience our families enjoy. The combination of high expectations and desire for continuous improvement demonstrates the commitment our school community has made to the success of every Swallow student.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Students at Swallow School are actively engaged in a rigorous K-8 curriculum that prepares them for a successful transition to high school and beyond. The curriculum at Swallow is articulated using the Understanding By Design (UBD) format including the following components: a description of the course and its purpose, enduring understandings, essential questions, and Swallow-specific learning targets. The targets are aligned with state, national, and international college and career readiness standards as available. Additionally, the UBD includes a grade level learning plan which addresses content and skills to be taught, alignment with standards, and an assessment map. This information is shared with parents at the fall Curriculum Night, woven into instruction with students, and available to our community on the Swallow School District website.

Learning targets and the rigor of our curriculum have been established after careful study of student achievement data. For example, based on CogAT results, we know that the average IQ of a Swallow student is 10 points higher than the national average. School committees, based on content area, regularly meet to review the learning targets for each grade level as well as across all grades from kindergarten through eighth. The district has also implemented a Curriculum and Programmatic Review Cycle which provides all stakeholders the chance to engage in deep review of all aspects of teaching and learning for each curricular and programmatic area on a five year cycle.

Reading / Language Arts:

Our reading and language arts program equips students with an ability to demonstrate well-developed skills in all aspects of literacy. The district's Commitment and Guidelines for K-8 Literacy document, describes the programming elements of Reader's Workshop, Writer's Workshop, Disciplinary Literacy, Spelling/Word Study, Vocabulary Instruction, Keyboarding and Handwriting. Additionally this document includes an overall programmatic goal statement, staff instructional commitments for all areas of literacy, and instructional guidelines for each element.

In reading and language arts, student performance is supported, whether above, at, or below grade level by assisting students with selection of appropriate reading materials and coaching in all other areas of literacy instruction. Research-based interventions are implemented for students needing Tier 2 and 3 support as applicable during SOAR time.

Math:

Swallow's successful math program is based on a spiraled curriculum that emphasizes the characteristics of mathematically-proficient students. Unique features of Swallow's math program include attention to a teacher-developed scaffolded progression of math vocabulary beginning in kindergarten. An expectation is also held that students demonstrate fluency in computation appropriate to their grade and skill level. Students who are performing above grade level may be accelerated and/or experience a compacted curriculum to allow them to skip a next grade level. Research-based interventions are implemented for students needing Tier 3 support during SOAR time.

Science:

Swallow students experience science through inquiry and investigations. Content areas studied include earth, life, and physical science, robotics, and engineering. Students in grades 6-8 participate in both grade level science coursework and Project Lead the Way (PLTW) engineering course modules. Students are challenged to analyze scientific issues and support claims with evidence and encouraged to question assumptions using relevant data to support their position.

Typically students who are not achieving at grade level in science also need support in reading and/or math. Therefore, those content areas are supported first. Students who are above grade level in science often design their own extension projects in collaboration with school staff.

Social Studies:

The emphasis of the social studies curriculum is to assist students in honing skills that can be applied to any content they encounter within the subject along with developing a sense of personal responsibility to be a good citizen. Skills emphasized include: continuity and change, interpreting primary and secondary sources, reading and writing nonfiction, identifying biases and propaganda, and understanding cause and effect relationships. Each grade level curriculum includes study of geography, civics, economics, history and progresses in difficulty from year-to-year. Similar to science, students who are in need of support for social studies achievement typically need support in reading. This is provided during SOAR time and those above grade level are provided the chance to design their own extension projects in collaboration with school staff.

1b. Special Education Early Childhood

Special Education teachers collaborate with families to provide services in the most appropriate environment (home, preschool, or school setting) to integrate services within activities that are part of the family's usual routine so that caregivers can reinforce new skills with the child. The curriculum is based on the Wisconsin Model Early Learning Standards coupled with appropriate functional assessments to gather authentic information on a child's skills in the real life contexts of family, culture, and community. Indicators of an individual student's growth are monitored through Individualized Education Plan (IEP) goals and assessment scores upon entry and exit from the early childhood program.

2. Other Curriculum Areas:

Art:

The art program uses a scaffolded curriculum which teaches skills and content through thematic units integrated with grade level curriculum. Examples include animals and geometric shapes which allow students to learn to draw lines using angles based on prior knowledge. Kindergarten through second graders have class two times per week for thirty-five minutes and third through sixth graders have class two times per week for forty minutes. Middle school students have art daily for 43 minutes for one semester.

Music:

Singing, listening, and activity-based lessons in general music provide the foundation for learning musical concepts. Music chosen reflects diverse musical heritages and various time periods through the different combination of voice and instruments. The general music program includes two 35 minute classes for kindergarten through fourth grade and one 35 minute class for fifth and sixth grade per week.

Band:

Students analyze and evaluate contemporary and traditional wind band literature with an emphasis on creating independent musicians through a firm foundation in fundamentals. Fifth and sixth grade band meets twice per week for 40 minutes. Seventh and eighth grade meets twice per week for 43 minutes. Lessons are bi-weekly for 20 minutes focusing on skill development within homogenous instrument groups.

Choir:

The choir program emphasizes performing, creating, and analyzing music along with demonstrating understanding of quality rehearsal techniques and connections to the outside world. Students assist in planning their three concerts by sharing ideas for repertoire, themes, and song introductions. Seventh and eighth grade choir meets twice per week for 43 minutes. Fifth and sixth grade choir meets twice per week for 40 minutes. Students also receive at least one small group 20 minute lesson every three weeks.

Engineering:

Engineering courses are offered to all sixth through eighth grade students using the Project Lead the Way program. Students in sixth grade participate in the Magic of Electrons unit. Seventh graders participate in the Design and Modeling course where the focus is on understanding sketching and drawings as well as electronic 3D modeling. Eighth graders participate in the Automation and Robotics course where students solve real-world problems while building working robotic prototypes. All middle school students have engineering daily for 43 minutes for one semester.

Physical Education/Health:

Kindergarten through eighth grade students receive physical education three times per week for 40 minutes. In kindergarten through sixth grade students develop knowledge and proper technique in a variety of life-long activities to gain confidence and skills working with their peers. In middle school the curriculum adds learning game strategies. Goal-setting is a significant component of the program as students set wellness goals in the areas of cardiovascular endurance, muscular strength, and flexibility which are monitored using Fitnessgram testing and heart rate monitors.

Spanish:

The Spanish program uses a thematic approach to developing reading, writing, speaking and listening skills towards proficiency in the Spanish language. The program encourages students to become global citizens and develop an understanding of various cultures. Kindergarten through fourth graders have class three times per week for 30 minutes, fifth and sixth graders have class three times per week for 40 minutes, and middle school students have class daily for 43 minutes.

Guidance and Career Exploration/Planning:

A developmental guidance program rooted in the school's four values of Respect, Responsibility, Honesty, and Compassion is supported by both the Second Step curriculum and the school's PBIS program. Students in grades six through eight receive career exploration and planning lessons using Career Cruising and take field trips to local businesses to explore different career pathways.

Digital Literacy:

The use of technology is integrated within daily instruction in all grade levels and content areas as a learning tool. Students have access to Chromebooks, iPads, Surfaces, digital cameras, photocopiers, Promethean boards, and a 3D printer. A one-to-one program in grades six through eight assures that students always have access to a device. In order to develop fluency and accuracy, students use programs such as Typing Agent K-8.

SOAR (Students Organizing Achieving Reflecting):

SOAR is a dedicated 30 minute block of time each day for each grade level. Using student created SMART goals based on mastery of learning targets, benchmark assessment data, and their own interests and learning style, personalized intervention and extension activities are provided with the support of grade level teachers, special education and gifted and talented teachers, and support staff.

3. Instructional Methods and Interventions:

The Swallow staff is versed in a comprehensive repertoire of research-based instructional strategies and uses this background to determine the most powerful instructional methods to use to support learning and growth on a lesson by lesson basis within their content area. These instructional strategies include identifying similarities and differences, summarizing and note taking, homework and practice, non-linguistic representations, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and the use of questions and advance organizers.

Knowing these strategies, along with the aptitudes and interests of students, helps ensure that universal levels of instruction are challenging to each student and allows for precise determination of methodologies to use depending on the content or skill being taught. Examples of methodologies which are rooted in these strategies are the creation of a Venn diagram to identify similarities and differences in two different types of rock in science class, supporting students in writing their own SMART goals in an academic area, and charting preferences of movie type among peers.

Additional methodologies used in specific core areas include the workshop model for reading and writing where students self-select reading materials and conference with teachers to discuss goals and next steps for their learning. At times instruction may be provided to the whole class, flexible groups, or individual students.

In other content areas such as math and science, instructional methodologies include pretesting, flexibly grouping students for the presentation of new material, and using practice, formative and summative assessment to inform next instructional methods.

Teachers also frequently use simulations as a means to help students practice skills in a realistic setting. Examples used in social studies include Biztown through Junior Achievement and teacher created ones around immigration, the stock market, and western movement.

When students are in need of intervention or extensions, grade level teacher teams engage students in planning Tier 2 or 3 instruction to support skill development. Tier 2 and 3 instructional support is research-based such as Leveled Literacy Intervention for students who are below grade level in reading and specific skill extension and project development for students who are excelling in math.

Classroom teachers meet regularly with Special Education teachers to review data and plan lessons to ensure that students with IEPs receive instruction tailored to meet their individual needs, and similarly with the Gifted and Talented coordinator to support students with Individualized Learning Plans. Taken together, the knowledge of high-leverage instructional strategies allows Swallow staff to creatively and purposefully implement instructional methods to grow each student.

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

The Swallow School District uses a balanced assessment approach to ensure data can be used to inform targeted instruction for individual students, classroom-based instruction, and to inform district level curriculum review processes. The district also uses a system called Target Based Grading which uses Swallow-developed learning targets written at the reasoning level of Bloom's Taxonomy as the means of reporting student learning progress. This is a form of standards-based grading. These learning targets are further broken down into I Can statements for practice and formative content and skill development.

Through formative (within unit content and skill development) and summative (usually unit based mastery) assessments students and staff alike know how students are progressing according to expected learning targets. Student work is scored using rubrics which are provided to the students for feedback. Students and parents also have access to all student scores in the district's student information system.

Students in grades kindergarten through second grade participate in the PALS assessment which is used to inform both individualized instruction for intervention and extension and district-level curriculum review processes. Students in grades three through eight take the Scholastic Math Inventory (SMI) and Scholastic Reading Inventory (SRI), which are administered as benchmark assessments three times per year. These benchmark assessments provide data on student growth in both reading and mathematics and results are used by teachers to create flexible groups and determine intervention and extension needs. Students review their own progress in these content areas as well as using the SRI and SMI to set SMART goals at six week intervals, which can be supported through regular class instruction and SOAR time. Results are also shared with parents to communicate their child's growth in math and reading.

State or nationally normed standardized assessments are also administered and used to provide students, parents, and the district with overall performance and trend data. Examples of this include administration of the CogAT in second and fifth grade as a screener for gifted and talented identification, the Aspire test for middle school students, and state mandated testing. Data from these assessments assists in determination of resources for different programs and informs the district's rigorous curricular and programmatic review process that each content area undergoes within a five year cycle.

Through weekly professional learning community time at each grade level and monthly staff meeting and early release days, teachers participate in analysis of student work and overall assessment audits to evaluate student learning and to make shifts in instruction when needed.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Swallow School is a unique and exceptional environment for students and staff. Daily students and staff strive to exceed our four values and showcase pride in being a part of our school district through positive behaviors, wearing school colors and spirit wear, and high-fiving our mascot, Harvey the Hawk, when he makes an appearance.

Swallow provides a supportive environment for students to achieve academic success because instruction is designed for each student as staff get to know them as people first, and learners second. Coupled with the use of assessment data, students are consulted and allowed to make choices which personalizes the learning experience for them creating ownership in their learning. By using this approach to teaching and learning, our students are not only interested in their success, they are invested in it.

Swallow staff designed a PBIS program which creates opportunities for students to realize success in their social and emotional growth. Hawk Cards are presented to any student who exemplifies the school's four values beyond normal expectation and can be presented by any staff member. Once earned, the card is secured to a bulletin board in the main hallway which, when filled, means students receive a reward such as a movie at lunch or relay races in the gym. Any student can also be the Hawk of the Month which is awarded to a well-deserving student in each grade level for displaying exemplary behavior.

Students in fifth through eighth grade also receive recognition for achievement and/or participation in the following four areas: leadership, academics, fine arts, and athletics. Above each student's locker a letter "S" is placed with their name on it. As the year progresses, students earn badges in these four areas which are affixed to their letter, which follows them until graduation. At graduation each student is awarded their letter as a keepsake.

Swallow further invests in our students' academic and emotional growth through regular delivery of guidance programming using the Second Step curriculum.

Through participation on staff committees all staff members have a chance to be lead and have their voice heard in decisions which affect the school. The staff also holds monthly luncheons that are theme-based and has a Sunshine Committee that celebrates times of joy and provides support to staff as needed. The staff receives regular communication from the administrative team via meetings as well as a weekly e-newsletter. The combination of the aforementioned create an environment for staff at Swallow to feel valued and supported.

2. Engaging Families and Community:

Swallow School exists within a community that is unparalleled in its support. With more than 85% of families whose children attend Swallow volunteering in the building at least once during the school year, parents are truly our partners.

There are many ways we engage parents in being active members of the school community. To communicate these opportunities a document entitled Get Connected~Stay Connected is shared with parents annually with continual promotion of these opportunities in the weekly school e-newsletter.

Families are invited to several events throughout the year including the annual Parent Information Night and Tailgate the night before school starts. Then, immediately after school starts, teachers hold Curriculum Nights to share classroom and grade level specific information. Within the second month of school fall parent teacher conferences provide the chance for teachers and parents to discuss student progress. Other school events parents attend and volunteer at include concerts, musicals, and Family Arts Night.

The principal holds Principal Chats throughout the year to hear parental feedback and share information about school programs and services. Through the superintendent's involvement with Rotary and the local Chamber of Commerce, student council students have engaged with community leaders to do fundraisers and share learning for the benefit of those around the world. Many local business people also partner with our school to teach Junior Achievement lessons in all grade levels.

Swallow School works in concert with the Swallow Education Foundation (SEF) which serves as a fundraising group in support of the school as well as the parent-teacher organization. Led by parents, the SEF provides meals and treats for staff during conferences, staff development days, and teacher appreciation week. As a bridge to the parent community they openly share any questions, concerns, or celebrations on the minds of parents during monthly meetings with administration. For the benefit of students they organize fundraisers annually which raise as much as \$40,000 to fund priority needs. For example, last April the SEF raised \$40,000 towards the creation of a Discovery Lab that serves as the hub for STEM programming. They will also be providing \$10,000 to fund a second round of Innovation Grants which school staff can apply for to pilot innovative instructional approaches to personalize learning even more so for students.

Through effective communication and deep relationships with the community Swallow has created a strong foundation for our students to achieve and experience success as people and learners.

3. Professional Development:

The development of staff to improve student achievement is the foundation of everything we do at Swallow. Believing that staff, just like students, are more authentically engaged in learning when it is personalized, at Swallow this means that staff members have a voice in determining offerings and a choice of which ones to engage in to best meet their needs. This approach creates a culture of continuous improvement, innovation, deepens ownership for professional growth, and cultivates shared leadership capacity throughout the building.

The development of relevant professional learning options on a monthly basis is prioritized by administration and staff and a shared responsibility. Surveys, conversations, and student data are used to guide the planning of development opportunities as well as reference to multi-year district action plans on Personalized Learning and Character and Community. A fifteen month professional development calendar is developed and approved annually by the school board to create focus areas for each year. During the 2015-2016 school year professional development has focused on the areas of literacy, assessment, culture, and technology integration.

The district calendar and school master schedule are designed to allow regular professional development opportunities throughout the year and at staff meetings and early release days on a monthly basis. Staff participate in weekly PLC meetings in grade level or department teams and invite other staff to join them as needed to analyze data, develop common assessments, discuss student learning needs, and plan interventions and extensions for SOAR.

An example of the impact of personalized professional development has been the substantial increase in staff developing anywhere any time instructional resources for students. Through the expertise and encouragement of fellow staff, many have started Google Classroom pages and now post assignments and learning resources aligned to the learning targets for students to access. This transition to digitized instruction is providing students who may need text read to them, enlarged, or repeated to be more successful since they can access these materials as needed, as can their parents and other school staff who may be assisting these students. This may be a factor in our success in closing the gaps for different student groups within our school community.

To round out staff learning options, the district reimburses staff for up to three credits of graduate work each year and has collaborated with local universities to offer graduate courses tailored to the school's goals co-facilitated by Swallow staff members.

4. School Leadership:

Leadership at Swallow School can be described as shared, supportive, and collaborative. Administration, staff, and students all play an essential role in creating a positive environment where students grow at exceptional rates and become driven as lifelong learners. Due to the size of the district, Swallow is fortunate to have our superintendent, principal, director of business services, coordinator of instruction and activities, and director of special education all in the same location as staff and students. This valuable team of leaders translates into an extensive amount of available and easily accessible resources to support quality instruction and student achievement.

The principal at Swallow plays an important role in developing systems and expectations to support the growth of all students socially, emotionally, and academically. He listens to the needs of staff to ensure professional development is meaningful and personalized. This development provides staff the resources and training needed to build strong relationships, develop high quality curriculum and programming, and deliver quality instruction.

School committees are all led by staff members and the outcomes of their work and recommendations are brought to life. Staff also participate on curriculum and programmatic review committees which use a rigorous process to affirm and update all aspects of curriculum, instruction, assessment, feedback, and resources for each content/subject area. This shared leadership creates a palpable sense of ownership and pride among staff members and ensures we are continually growing as an organization to grow our students.

To allow staff a more personalized leadership and development opportunity, our principal recently implemented a model that resembles the Google 80/20 rule, called the Hero's Journey. Each staff member has selected a topic of interest to research, study and implement. This process is allowing each individual to become a better educator which will directly transfer to enhancing the school environment. Approximately 20% of professional development time is set aside strictly for this purpose.

Students also play a key role in leadership at Swallow. Students participate in groups such as Student Council and the Superintendent's Advisory Committee which allows them to directly plan and lead activities for the school and community as well as problem solve and vision. Examples of things students have led include fundraising campaigns to help bring support and awareness to childhood cancer, eye care to Haiti, and funding for research to cure Cystic Fibrosis.

Swallow is truly a special place where staff and students understand the benefit of teamwork and continually strive to better themselves, their community and our world.

Part VI – INDICATORS OF ACADEMIC SUCCESS

There are many high impact practices used at Swallow; however, the one practice that makes the school so successful in growing all students and closing achievement gaps is SOAR. SOAR is a dedicated 30 minute block of time each day for each grade level. Using student created SMART goals based on mastery of learning targets, benchmark assessment data, and their own interests and learning style, personalized intervention and extension activities are provided with the support of grade level teachers, special education and gifted and talented teachers, and support staff. Teacher collaboration to prepare for SOAR is done during PLC time three times per week.

It is evident through SOAR that the staff genuinely knows students as people first, as they effortlessly collaborate with students to design engaging, authentic intervention and extension opportunities for each child. They also monitor progress through research-based interventions and extensions such as running records, Leveled Literacy Intervention, AIMSweb, IXL and the SRI and SMI.

At the end of last year, student achievement data suggested that SOAR was closing achievement gaps as students requiring intervention decreased by 88% from the start of the year. End of the year SMI and SRI scores showed that 90% and 94% , respectively, of students in grades 3-8 scored proficient and advanced. Outgoing 8th graders posted college and career readiness scores of 92% in English, 94% in Math, 86% in Science, and 82% in Reading on the Aspire test.

While SOAR time is overtly focused on academic progress and closing achievement gaps, socioemotional growth is also a byproduct of the staff's intentionality in where students are invited to complete their work. It is common to see a special education student working alongside a gifted and talented student on the same project using resources written at different lexile levels. They are able to collaborate and complete the assignment without necessarily knowing that their lexile levels are different. Students are also encouraged to provide constructive and complementary feedback to each other during SOAR, strengthening peer relationships.

Since all students at a grade level are flexibly grouped or working independently during SOAR, classrooms as well as the Hawk's Nest, a suite of three rooms with flexible furniture and ample technology resources funded by an Innovation Grant from the SEF and school board two years ago, are used to facilitate this time. This provides space and a collaborative and inviting atmosphere that students ask to go to.

Students are organizing, achieving, and reflecting on a daily basis at Swallow School, resulting in great academic gains and the closing of achievement gaps.