

U.S. Department of Education
2020 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. Eric Fontanez
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Marvine Elementary School
(As it should appear in the official records)

School Mailing Address 1425 Livingston Street
(If address is P.O. Box, also include street address.)

City Bethlehem State PA Zip Code+4 (9 digits total) 18017-6799

County Northampton County

Telephone (610) 865-0012 Fax _____

Web site/URL https://basdwpweb.beth.k12.pa.us/marvine/ E-mail efontanez@basdschools.org

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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Joseph Roy E-mail JRoy@basdschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bethlehem Area School District Tel. (610) 861-0500

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Michael Faccinetto
(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.

(School Board President's/Chairperson's Signature) Date _____

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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2019-2020) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 16 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 22 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	18	18	36
1	28	20	48
2	27	23	50
3	25	16	41
4	21	19	40
5	22	24	46
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	141	120	261

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 13 % Black or African American
 - 78 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 7 % White
 - 1 % 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 2018 - 2019 school year: 23%

If the mobility rate is above 15%, please explain:

Marvine's mobility rate is 23%. There are many reasons for schools to have high mobility rates. At Marvine, we have a lot of inconsistencies because of the housing in our area. There is a lot of income based housing surrounding us which means that if our families get a higher paying job, their rent increases and they begin to look at other options outside of housing. Another reason is that there are different housing developments in Bethlehem and because of that we have families that transfer from one neighborhood to another.

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, 2018 until the end of the 2018-2019 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	51
(4) Total number of students in the school as of October 1, 2018	224
(5) Total transferred students in row (3) divided by total students in row (4)	0.23
(6) Amount in row (5) multiplied by 100	23

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

Spanish and Portuguese

English Language Learners (ELL) in the school: 15 %
38 Total number ELL

7. Students eligible for free/reduced-priced meals: 96 %

Total number students who qualify: 250

8. Students receiving special education services: 19 %

49 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>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>1</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 2

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	16
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	2
Student support personnel e.g., school 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 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	95%	95%	94%	95%	0%
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 2019.

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.

Marvine ensures success for all students by creating an all encompassing system of support so that each student continuously demonstrates progress academically, socially, and emotionally.

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

Marvine Elementary School is one of the 16 elementary schools in the Bethlehem Area School District. It is located on the Northeast side of Bethlehem, Pennsylvania in the middle of a federally supported HUD housing unit. The school is 98% economically disadvantaged with 79% of the students being hispanic and 14% being african american.

Marvine is a Title I school and the designated funds are used to support the program outlined within it's schoolwide plan. The majority of Marvine's Title I funds are used to pay for supplemental reading support teachers' salaries and benefits. These reading specialists work with students to provide additional literacy support. In addition to academic support during the regular school day, funding is also used to extend learning opportunities beyond the regular school day and regular school year. Several teachers within the building conduct additional literacy and math programs after school hours by providing small group interventions for students who need additional support. Marvine Elementary School also uses a portion of it's Title I funds to provide a robust and balanced summer program that provides students with academic support combined with fun and engaging literacy and science enrichment opportunities. Finally, the school's family and parent engagement funds are used to bridge the gap between home and school. This funding is used to enhance the knowledge base of our parents and guardians so they can better assist children at home. Many parent and family engagement events are held throughout the year so parents and guardians can learn valuable skills and obtain books and resources from the school staff. The combined effort of providing in-school and at-home support to students and families has proven to be successful for the school. Recently, Marvine Elementary School received the honor of being designated as a Title I Distinguished School for the 2019 - 2020 school year.

Marvine is one of five community schools in the Bethlehem Area School District. The community relies on a community school as more than simply their neighborhood school. Since becoming a community school, Marvine has been working closely with two main community partners, Just Born and St. Luke's Hospital. After four years, the number of community partnerships has expanded and strengthened, helping us strive toward our goals. We share the school's work with our partners on a regular basis and hold meetings to discuss the next steps, as well as get feedback to achieve our goals. We have built a strong leadership team with our community partners that works together to support the community school efforts and help share the Marvine's accomplishments with our community. The school reputation has drastically changed thanks to our community partners and the school leadership. Marvine is becoming well known across the surrounding areas in a positive way.

Marvine's leadership and staff understand that in order to be successful academically, the students' basic and emotional needs must be met first. This school year they increased connections with dental services, vision services, and behavioral health support. In collaboration with Moravian College, St. Lukes and the Junior League Lehigh Valley a food pantry began operating. Marvine created the first school food pantry open to the whole community surrounding the school. Thanks to the connection with the Volunteer Center of the Lehigh Valley, the clothing closet has been remodeled and is now available to our families. Additionally, Marvine Elementary School is on the path to becoming a trauma-sensitive school. Teachers have participated in numerous trainings to better understand the origins of trauma and how to approach and support their students. Peace corners and self-regulation methods are common practices within the school. With the addition of a new behavior therapist in our school, we are able to support the students and their families on site. All of these services are housed in the Marvine Family and Community Center, which is located within the building. This provides one location for families to access any of the services mentioned above in addition to internet access.

Attendance is a crucial part to the success of any school and Marvine is finding ways to combat attendance issues. We have implemented an attendance campaign in which the percentage of students with chronic absences decreased from 15% to 8%. Additionally, we have conversations with students and parents about the benefits of being in school every day to raise awareness about the importance of attendance. Marvine Elementary has had trouble connecting with some of the parents because of their values on education or past life experiences. The leadership has tried to overcome these challenges by inviting parents in for meetings or in the more severe cases, have personally done home visits. Although they have reduced chronic absenteeism by six percentage points in the past two years, the attendance campaign will never cease and we will continue to increase the awareness about the value of regular daily attendance.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas

As one of the Bethlehem Area School District elementary schools, Marvine focuses on nurturing the whole child. We strive to ignite students' curiosity to explore the world around them through our rigorous and comprehensive academic program and range of activities and athletics. We enhance our student learning by offering after school tutoring and enrichment programs that allow our students to reach the next level in their education. Additionally, before and after-school childcare is available through the school district.

The average class size at Marvine is twenty-one students. Central to the curriculum is a focus on strong foundational skills that students receive from their core subjects such as english language arts, math, social studies and science. To help increase those skills the students attend related arts classes five days a week. These include physical education, art, music, digital literacy and spanish. These skills serve as a foundation for further learning, both in and out of the classroom. The Bethlehem Area School District's Reading By Grade 3 (RBG3) initiative takes a comprehensive approach to creating proficient readers that includes a robust kindergarten, after-school intervention programs, and summer learning program. This began and continues with ongoing professional development and coaching for all BASD reading teachers. At Marvine Elementary School we also understand that students today are facing much more trauma than in the past. Over the past two years, we have placed a strong focus on professional development that teaches the faculty and staff how to utilize trauma informed practices and social emotional learning. This year was our first year using Leader in Me and Second Step in conjunction with the Zones of Regulation to begin instruction for our students on how to self regulate for their own well being. We look forward to the anticipated improvement in the years to come.

1b. Reading/English language arts

All core curriculum is aligned to the PA Core Standards. The reading curriculum is based on the science of reading. Students in grades K-2 receive 140 uninterrupted minutes of literacy instruction every day and students in grades 3-5 receive 120 uninterrupted minutes. The K-3 teachers and specialists received intense professional development on the science of how children learn to read and how to apply that knowledge to classroom instruction. Their instruction is direct, explicit, and multisensory. Teachers use consistent routines, cue words, and gestures and preserve talk for instruction. All students are given a benchmark assessment three times a year to identify who is at risk of not meeting future reading goals. Teachers accurately and efficiently interpret student data and use the data to make instructional decisions by completing a diagnostic assessment that pinpoints exactly what skill the student is on and guides instruction to begin there. Data analysis and instructional planning sessions are held after the first two benchmarks to discuss the outcome. During these meetings, the teacher places the students into intervention groups that teachers meet with at different frequencies. The frequency of instruction is based on the benchmark assessment and what tier the student falls into. Tier 1 students are met with up to three times a week, Tier 2 students are met with three to five times a week and Tier 3 students are met with on a daily basis. Those at risk students receive an additional 20-30 minutes of intervention instruction each day and are progress monitored weekly or biweekly depending on their individual need for support. Bi-weekly data meetings with the principal, Mr. Fontanez, are held to discuss student progress and keep groups fluid. We strive to move students when they demonstrate progress and show they are ready for the next skill. By empowering teachers with the knowledge and skills they need, their classrooms become places where students learn to read accurately and automatically for meaning. As the students move into third grade they continue with the same reading program and routines but it shifts from learning to read to reading to learn. This past year they have started to push the professional development on the science of reading toward the third grade teachers so that they have the knowledge of instruction to use with their students, especially for those students who transfer into Marvine later in their educational career. Although this has been a very stressful implementation, it has proven to be invaluable for Marvine students. It has helped teachers understand the meaning of data driven instruction and more importantly has provided so much success for the students. In

the Spring of 2016, 43% of second grade students were reading above benchmark and after implementing the science of reading, Marvine school progressed each year. We finished in the Spring of 2019 with 87% of our students reading above benchmark! Go Marvine!

1c. Mathematics

The mathematics curriculum is integrated with a focus on the Standards for Mathematical practice. We recognize that reasoning and perseverance, along with using available tools in solving problems, are extremely important skills for today's world. The focus for our primary students reflects an emphasis on kinesthetic learning while developing understanding of one-to-one correspondence and the conceptual foundation of place value in our number system. This leads to their work with the four major whole number operations: addition, subtraction, multiplication, and division. As they age, fact fluency becomes increasingly important for students. As they progress through the grade levels, procedural fluency develops further for students with these operations. That understanding is also progressively applied to more complex problem solving and tied to real world situations. We support our curriculum by utilizing the First in Math (FIM) program in grades one through five. We began by setting a goal for 70% of our third graders to complete their fact fluency benchmarks. As the years have passed, we have been adding goals to each of the intermediate grade levels, as well as adding a goal for the FIM's Goal Index. By tracking the goal index we can ensure that our students are mastering the four crucial areas of: math practice, procedural fluency, word problem solving skills and fluency.

Last year we set a goal of 70% for third, fourth and fifth grade completing their VIFs. Marvine Elementary students exceeded the goal and had the following percentages complete their VIFs last year:

Third grade 93%

Fourth grade 75%

Fifth grade 91%

These results have contributed in helping us to accomplish double digit increases in PSSA test scores from the 2018 to the 2019 school year. In addition, in the upper elementary grades, the focus shifts to the application of these principles in using these same operations with fractions and decimals. Throughout grades K-5, learning is also dedicated to the understanding and development of the principles of geometry, data, and measurement. All types of measurement are explored from nonstandard units to standard units, metric units, and time. By the time our students move on to middle school, we expect they are ready to apply their learning to the rigors of higher mathematics.

1d. Science

Marvine's science curriculum utilizes the Full Option Science System (FOSS). Students are introduced to science concepts with a hands on approach that guide them to a deeper understanding of the topics assigned to their grade levels. Teachers accomplish this by engaging students in the practices of investigating and analyzing, similar to a scientist. As a district we have tried to lay out a scope and sequence that covers various scientific topics, beginning in kindergarten with trees and weather and evolving to fifth grade with solar energy. The main focus is to have students actively participate by observing, making hypotheses statements, and conducting experiments to test said hypotheses statements. Each lesson begins with an introduction of the objectives, procedures and necessary vocabulary. Once the hands-on experiments are started, teachers observe the students and their creations. Teachers then follow up with assessments that cover the topics, vocabulary and procedures used throughout the lesson. The teachers are able to use multiple forms of assessments using the FOSS kits, to best meet the needs of all students' learning styles.

1e. Social studies/history/civic learning and engagement

The social studies curriculum is embedded in our literacy block because the curriculum covers many concepts that we used to focus on during social studies. We have also implemented a social emotional

learning piece that happens through our social studies time. This is covered through leader in me and is done at the same time every week by every grade. In addition, students in grades 3-5 learn about the rich history of our city, Bethlehem, PA, as well as state and national history. Students participate in field trips to the Freemansburg Canal Education Center and the National Museum of Industrial History to learn about our region's contribution to industry in Pennsylvania.

1f. For secondary schools:

1g. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

Marvine Elementary School is proud to provide our students with access to a well-rounded related arts program which includes Art, Digital Literacy, General Music, Physical Education, and Spanish. 100% of K-5 students attend a daily, 45 minute period of related arts on a five day rotating schedule. In addition to the five related arts areas, students in fourth and fifth grade have the option of signing up for Instrumental Music.

The Art program at Marvine utilizes a curriculum that provides freedom within a meaningful framework so that art teachers can draw on their own knowledge and experiences with their students and shape instruction and learning opportunities to best suit their students' needs. Within the curriculum there are four main themes (Artists at Work, The Natural World and Our Community, Language and History, and Life and Its Meaning) that are focused on each year. Students will explore topics such as traditions and history, nature, the life cycle, work and our search for meaning and use these topics to create, connect, respond and present artwork related to their own identities, family, and communities. Each year, skills and learning objectives are built upon each other as students are introduced to historical and contemporary artists, pop culture, and art traditions from around the world. Our students will emerge from Marvine Elementary's Art program with creative problem solving skills, a sense of self and community and an appreciation for the role artists play in our everyday lives.

Marvine Elementary's Digital Literacy program is centered around three main themes, which are Library Science, Digital Citizenship, and Makerspace. Each theme covers important skills that will help our students to successfully navigate the digital world. Library Science focuses mainly on physical books and how to correctly use the Dewey Decimal System. Digital Citizenship teaches students to be responsible when using the internet, with a focus on internet safety and developing the understanding that each person has their own digital footprint. The Makerspace theme allows for students to be creative and experience discovery learning, while introducing them to new skills that they can use throughout their lives, such as interpreting algorithms, coding and robotics, and the engineering & design process. Students at Marvine will leave elementary school with the digital tools necessary to be successful as they continue their education at the middle school level.

The General Music program at Marvine Elementary School is an active and creative learning experience designed to reach the whole musical learner. The K-5 music curriculum focuses on the development of an understanding of the following themes: how to perform, listen, describe, sing, create, read and write music. As students reach the upper elementary grades (3-5), improvisation, composition and a natural sense of play are encouraged. In third grade, all students receive their own recorder and learn to play individual notes, and then eventually songs. By exposing all third graders to this instrument, they are able to have the background information necessary to decide if they would like to sign up for Instrumental Music instruction in grades four and five. The Instrumental Music program is available to fourth and fifth grade students and is entirely voluntary. The curriculum is developed around each individual instrument. This program involves a lot of student choice; each child has the opportunity to choose which instrument they would like to learn to play at the beginning of the school year. The goal of the elementary music programs is to prepare students for musical interests and experiences throughout their schooling.

Marvine Elementary's Physical Education curriculum is designed to inspire students to cultivate a positive outlook toward a lifetime of physical activity and wellness and is based on the following four themes:

Physical Literacy, Social and Emotional Wellness, Lifelong Fitness, and Application of Skills and Movement Concepts. Within each unit, all themes are covered as a way to teach students that all activities and sports can become lifelong physical activities to help achieve a healthy lifestyle. Students in younger grades (K-2) focus more on skill development and the application of said skills to games; whereas older students (grades 3-5), who already have basic skill sets, focus on applying skills to sport. Students in all elementary grade levels participate in lessons that maximize student engagement and allow opportunities to demonstrate their knowledge of skills and movement concepts while maintaining good sportsmanship. The desired outcome of the Physical Education program at Marvine is to expose our students to countless skills and activities so they are able to independently lead healthy and active lifestyles.

The Spanish curriculum at Marvine Elementary School is based on the philosophy of keeping this language course engaging and fun. Elementary instruction is mainly oral and is designed to teach our students vocabulary, conversational phrases and short sentences through the incorporation of songs and interactive activities. Additionally, students will gain a greater sense of cultural awareness and recognize the value of learning another language, which will transform their view of language study in a positive way. The goal of the elementary Spanish program is to introduce students to the basics of a second language, so they are able to be successful as they continue their education at the middle and high school level.

Marvine Elementary School understands the value of the related arts programs. Our focus is on educating the whole child in a positive and inclusive environment, using a variety of teaching styles to best meet the needs of all students and maintain high levels of student interest and engagement.

3. Academic Supports:

3a. Students performing below grade level

Marvine Elementary School believes that with the exception of the 3-5% who have severe biological, neurological, or cognitive disabilities, all children can learn to read. In the regular education classroom, teachers use various teaching styles and engaging activities, so that at least 80% of our students are successful after core Tier 1 instruction. Because we know that the best medicine is prevention, our goal is to prevent reading difficulties before they begin through use of best practice. For those students who are in need of additional support beyond core Tier 1 instruction, Marvine Elementary's goal is to close the gap between struggling readers and skilled readers before it widens further by putting the necessary interventions in place. We know that the younger a student is, the more successful intervention will be. Although reading can be improved at any age, the longer a student struggles without intervention, the more difficult and time-intensive the intervention process will be. At Marvine, educators are constantly making changes to our systems to ensure no child slips through the cracks. Teachers universally screen all students so data-informed decisions can be made about core instruction and intervention and plan collaboratively, having frequent conversations about student progress. Reading programs don't teach children; teachers do. In both core instruction and intervention, teachers' instruction must be direct, explicit, systematic, and multi-sensory to teach children how to read. In addition, purposeful, systematic early literacy instruction teaches students the discrete skills of language comprehension and word recognition while concurrently braiding the skills to build competent, confident readers. Our teachers have worked hard and have consistently made data informed decisions to move the students through the continuum of skills in all areas. This in conjunction with their hard work and determination has brought us great results.

3b. Students performing above grade level

Marvine Elementary School's teachers believe using direct, explicit and multisensory instruction is the most effective way to instruct their students. This begins with using the core curriculum in each subject area. The core material chosen by the district is piloted in elementary schools within the district first. If a curriculum yields positive results and is well liked by both teachers and students, the BASD selects it to be used in all schools. When teaching these core curriculums it is a belief that we do not differentiate the material during the whole group core time. Instead the students are taught at grade level and scaffolds are put in place to help them learn the material. When teachers meet with their students during small groups or intervention time, they can focus on skills that students need additional assistance with as well as enrichment for the

students performing at a higher level. Students that perform above grade level also meet with teachers during small groups and intervention time to participate in specific lessons and activities that promote higher level thinking and problem solving. Once students demonstrate an understanding of the material, they have time to work on their assignments independently or with their peers. Technology also helps to reinforce and support student learning, while keeping students actively engaged and interested. As a community school we also offer after school enrichment programs that focus on math, reading and STEM, which are facilitated by members of our staff or local partners that work with our schools.

For those students who excel above grade level expectations and qualify, Marvine offers a gifted education program. A gifted individualized education program (G-IEP) is designed to meet the academic needs of a student who meets the definition of “mentally gifted.” The written plan includes outlining the student’s learning goals, present levels of educational performance, appropriate criteria and assessment procedures and timelines for determining whether these learning outcomes and goals are being achieved. Once that plan is created, Marvine teachers ensure the plan is being followed and progress monitor the students frequently.

3c. Special education

The mission of the Bethlehem Area School District in partnership with the home and community, is committed to providing a safe and supportive environment in which each student will attain the knowledge, skills, and attitudes necessary to become a productive citizen and lifelong learner in our technologically demanding and culturally diverse society. The Bethlehem Area School District is committed to setting high expectations and high supports for all exceptional students in the school district receiving special education services.

Programs are available in the Bethlehem Area School District for students with a learning disability. A student with a disability, who is in need of specially designed instruction (SDI) within the Bethlehem Area School District, is supported by a Multidisciplinary Team (MDT) and an Individualized Education Program (IEP) team. All IEPs are reviewed and revised at least once per calendar year. All student programs are reevaluated every three years as per state mandates. Those students with a disability of Intellectually Delayed, are reevaluated every two years.

Other students with disabilities who do not qualify for additional supports and services through special education may be provided for as a Protected Handicapped Student under the requirements of section 504 of the Federal Rehabilitation Act of 1973 and Chapter 15 of state regulations Title 22. Students with an identifiable disability, which limits or prohibits participation in or access to an aspect of the school program, can be provided with modifications and adaptations through a Chapter 15 Service Agreement.

3d. ELLs, if a special program or intervention is offered

The BASD English Acquisition Program is designed to provide appropriate instructional programs for identified English Learners (ELs). Our primary goal is to increase the English language proficiency of identified ELs so they can reach the Pennsylvania Core Standards and Pennsylvania English Language Development Standards (ELDS). The program incorporates effective research theory implemented with sufficient resources and appropriately trained staff. Certified teachers and support personnel trained in ESOL methodology develop the students’ Basic Interpersonal Communicative Skills (BICS) and Cognitive Academic Language Proficiency (CALP). The ESOL curriculum parallels regular education curriculum and identifies measurable objectives in each of the PA Core Standards.

Bethlehem Area School District’s Reading by Grade 3 (RBG3) initiative includes implementing the Wonders Reading Series for grades K-5. The ESOL curriculum for grades K-5 includes the use of the Wonders ELD curriculum for literacy instruction. According to WIDA Prime V2, “Wonders for English Learners (K-6) works seamlessly with the core Wonders classroom to teach English to students of all proficiency levels.” One goal of the ESOL program is to intensify instruction at the elementary level. Increased instructional time with elementary ELs intensifies instruction in phonemic awareness, phonics, vocabulary, fluency and comprehension thus, allowing for a smooth implementation of Multi-Tiered System of Supports (MTSS) for ELs. Expectations are delineated based on WIDA: CAN DO Descriptors & ELDS NBR5 2020

along with PDE EL overlays. All elementary English Learners are integrated into regular classes in their home schools. ESOL teachers work collaboratively with classroom teachers to ensure the acquisition of the English language and core curricular content. Daily ESOL instruction is provided in a combination of push-in and pullout classes. Tutors and interpreters provide additional support under the direct supervision of the ESOL teacher.

3e. Other populations (e.g., migrant), if a special program or intervention is offered

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Marvine Elementary School we ensure success for all students by creating an all encompassing system of support so that each student demonstrates progress academically, socially, and emotionally. Students at Marvine are scheduled for Language Arts, Mathematics, Reading, Science, and Social Studies. In addition to the core subject areas, all students attend a daily period of related arts, including Art, Health & Physical Education, Digital Literacy, Music and Spanish. Our focus is on educating the whole child in a positive and nurturing environment, using a variety of curricula and teaching styles to best meet the needs of all students and maintain high levels of student engagement.

The faculty and staff at Marvine understands that children learn best when their basic needs are being met. For this reason, teachers go above and beyond to build rapport with students, create welcoming classroom environments, and foster a loving school community. Additionally, the principal at Marvine is an ever present figure in the school building and the community. He is down to earth and approachable, which makes him very well liked by our school community. He builds relationships with students and their families and uses a variety of communication (e.g., verbal, email, Class Dojo, Parent Link phone calls and text messages) to ensure the Marvine community is aware of all school and community events. Because he strives to build rapport with our students and their families, he is very well respected in our school community, making time spent with him a huge motivator for our students. He always makes time to have lunch with students, or invite them into his office to share good news; this motivates our students to improve their academics and behavior so they can enjoy this positive motivation from their principal.

The students at Marvine have access to a variety of resources to help them be successful not only in their academics, but socially and emotionally as well. If students are feeling stressed, upset, or just not themselves, they have the opportunity to speak with the school counselor at any time. Students also have the opportunity to work with a behavior therapist. Both of these professionals provide an outlet for students to communicate their needs in a safe space. After discussing issues with students, these professionals work with the student to develop a plan to help them successfully navigate their situation as well as provide and teach appropriate coping strategies that the student can use independently. Finally, the Community School Coordinator, works tirelessly to provide social opportunities and motivate the students at Marvine Elementary School. He coordinates a large after school program exposing students to a variety of different activities. 86% of students at Marvine participate in at least one after school program, and they are all free of charge. He encourages regular school attendance by providing a perfect attendance night bi-monthly. Some of the themes of past perfect attendance night events have been movie night, BINGO night and tie dye night. Students work hard to be in school so they can attend these special events with their families, free of charge.

Marvine's faculty, staff, and community are truly a family. The welcoming feeling can be felt by all, whether it be students entering the building for the school day, parents and family members attending events during school hours, parents and family members returning to school after hours to enjoy community events, or simply during morning drop off and afternoon dismissal. Our students know they are safe and loved at Marvine Elementary, which sets them up for success and allows them to thrive academically, behaviorally, socially, and emotionally.

2. Engaging Families and Community:

Marvine Elementary School recognizes the importance of the relationship between school, families, and community. We have solidified numerous partnerships within the community to enhance our ability to meet the needs of our students, families and community. These partnerships allow us to provide monthly parent engagement events, family nights at school and community events, such as our annual Marvine Festival. Additionally, families at Marvine have access to our food pantry and clothing closet should they require assistance meeting the basic needs of their family.

All of this is made possible through constant communication which reaches our families and communities in various ways, such as ParentLink phone messages, Class Dojo School Story, Social Media (Twitter,

Facebook, Instagram), USPS, E-mail, and advertisements on flyers and our school sign. We do our very best to keep all informed to nurture our Marvine Family Community and include everyone.

3. Creating Professional Culture:

The professional culture at Marvine Elementary School is built on respect, trust, togetherness, and teamwork. Faculty and staff members at Marvine attend various in-services, training opportunities, and committee meetings on a regular basis. The Bethlehem Area School District (BASD) provides meaningful professional development opportunities to which all staff have access. Some examples of the professional development learning opportunities provided by the school district focus on Social Emotional Learning, The Leader in Me, and how to best meet the needs of English Language Learners.

In addition to the BASD district-wide professional development opportunities, school administrators also prepare meaningful professional development that has a direct impact on the needs of their specific school. For example, Mr. Fontanez often plans professional development that is based on Trauma Informed Teaching, as many of our students have experienced something traumatic throughout their lives. Rather than lecture, Mr. Fontanez always plans activities to reach all learners. Faculty and staff often work collaboratively in groups, or participate in project based learning opportunities. This approach allows for all faculty and staff at Marvine to feel their opinions and ideas are heard and valued.

Although Marvine's faculty and staff devote a lot of time to professional development, we also make sure to find time to spend together as a staff. We hold a monthly meeting to celebrate anyone who has had a birthday during that month and everyone brings something in, whether it be food, paper supplies, or decorations. Small occasions like these are opportunities for the Marvine faculty and staff to bond and grow closer in a different way than the usual work related opportunities. Our monthly birthday breakfast is just one example of many faculty and staff non-work related events that help us to create an inviting and welcoming workplace and grow together as a school family.

Because we are such a close-knit school family at Marvine, teachers often work together to collaboratively create lesson plans. This not only models the importance of working together for our students, but it also allows for students to be exposed to well-developed, cross-curricular experiences they may not have otherwise had. The value of faculty and staff bonding through professional development learning experiences, collaborative lesson planning, and non-work related events yields a direct positive effect on the overall school culture at Marvine Elementary School.

4. School Leadership:

The leadership philosophy at Marvine Elementary School relates directly to the school culture and the professional culture of our school. As one of sixteen elementary schools in the Bethlehem Area School District (BASD), we receive directives from district administration. The principal at Marvine does an excellent job of relaying these directives to faculty and staff in a way that is clear and concise but also allows for people to ask questions for clarification.

As a school, Marvine's faculty and staff function as a team and major decisions are discussed together at faculty and staff meetings. These meetings occur once per month and additional meetings are added should a school-wide decision need to be made. In addition to full faculty and staff decisions, the teachers at Marvine all sign up to be on different committees at the start of each school year. A few examples of these committees are The Leader in Me, The Annual Marvine Festival Team, Attendance Team, Afterhours School Events Team, and The Community School Partners Team. Many of the faculty and staff members at Marvine are a part of multiple committees, which allows us to function as a team and lightens the individual workload.

Although the faculty and staff ultimately take direction from Marvine's principal, everyone has an opportunity to share their ideas and voice any concerns they may have. These ideas and concerns are not just heard, but become weighing factors when school-wide decisions are being made. Marvine is lucky to have a principal that values the faculty and staff and creates a welcoming environment, making everyone feel as though they are part of the team.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

If Marvine Elementary School had to choose one area that is most instrumental to our success, it would be the use of trauma informed approaches. The faculty and staff understands that trauma comes in many different forms and can be caused or triggered by a variety of events in a person's life. Marvine is on the road to becoming a trauma-sensitive school in the near future. They began their journey by partnering with Lehigh University and creating a trauma core team that would meet monthly to discuss student and community needs. This progressed into offering professional development for the staff and helping them to create appropriate schoolwide approaches and supports for their students. According to Maslow, basic physiological needs have to be met before students will be motivated to complete school work and learn. The goals set by the community school plan have helped to meet the basic needs of our students. The food pantry, clothing closet, local partners and leadership team have tremendously impacted our community, allowing the rest of the staff to focus on the psychological and self-fulfillment needs. This has been facilitated in a three tiered framework where all students receive tier 1 supports. These tier 1 supports are done through weekly social emotional learning, zones of regulation, peace corners and self-regulation modeling. The tier 2 supports include adult mentors with local organizations and social emotional learning small groups using Second Step with our teachers or counselors. Next year, we will expand tier 2 by including parent and caregiver workshops. Tier 3 is for our most intense cases, which includes a more extensive case management. These students are offered individualized services that could include wrap around supports, community based treatment and meeting with our in house behavioral therapist.

Marvine has seen tremendous growth over the past few years. We have implemented new programs, built new partnerships and have become noticed in not only the surrounding community but across the state and hopefully at a national level. The staff understands the impacts of trauma and want to continue to learn and grow with the end goal of being recognized as a trauma informed school. The recognition is not to make the school shine but instead to put the spotlight on our community and most importantly, our students. They deserve every opportunity to learn and excel in their social and academic careers. Although as a school we can not completely control the environment our students grow up in, we can make a difference by building resilience in our students and community.