U.S. Department of Education
2020 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Ms. Jonna Ball-Johnson
          (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name Mott Road Elementary School
          (As it should appear in the official records)

School Mailing Address 7173 Mott Road
          (If address is P.O. Box, also include street address.)

City Fayetteville   State NY   Zip Code+4 (9 digits total) 13066-1847

County Onondaga County

Telephone (315) 692-1700   Fax (315) 692-1054
Web site/URL http://www.fmschools.org/mott-road-elementary-school   E-mail jjohnson@fmschools.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.

                                        Date_____
(Principal's Signature)

Name of Superintendent* Dr. Craig Tice   E-mail ctice@fmschools.org
          (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayetteville-Manlius Central School District   Tel. (315) 692-1700
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. Marissa Mims
          (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. 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   3 Elementary schools (includes K-8)
   (per district designation):   2 Middle/Junior high schools
                                        1 High schools
                                        0 K-12 schools

                                        6 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)
   [X] 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	29	43	72
1	45	32	77
2	45	51	96
3	33	48	81
4	37	45	82
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	189	219	408

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
   the school (if unknown, estimate): 9.6 % Asian
                                          3.7 % Black or African American
                                          3.9 % Hispanic or Latino
                                          0 % Native Hawaiian or Other Pacific Islander
                                          77.4 % White
                                          5.4 % 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: 8%

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

   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 *to* the school after October 1, 2018 until the end of the 2018-2019 school year	18
(2) Number of students who transferred *from* the school after October 1, 2018 until the end of the 2018-2019 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2018	411
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

   Korean, Urdu, Turkish, Arabic, Spanish, Russian, Bengali

   English Language Learners (ELL) in the school: 3 %

                                                                12 Total number ELL

7. Students eligible for free/reduced-priced meals: 15 %

               Total number students who qualify: 63

8. Students receiving special education services: 8 %

    33 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.

7 Autism	1 Multiple Disabilities
0 Deafness	0 Orthopedic Impairment
0 Deaf-Blindness	5 Other Health Impaired
0 Developmental Delay	3 Specific Learning Disability
0 Emotional Disturbance	17 Speech or Language Impairment
0 Hearing Impairment	0 Traumatic Brain Injury
0 Intellectual Disability	0 Visual Impairment Including Blindness

9. Number of years the principal has been in her/his position at this school: 5

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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	14
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	21
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   20:1

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	96%	96%	96%	96%	97%
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 X

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

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

Our mission is to build on our commitment to academic excellence with a focus on authentic learning experiences, civic responsibility, and innovative programs.

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

Mott Road Elementary (MRE) is proud of its solid foundation of academic distinction, character education and an inclusive community. We uphold the Fayetteville-Manlius Central School District's (F-M CSD) vision to inspire students and promote personal success. The district's mission is "to build on our commitment to academic excellence with a focus on authentic learning experiences, civic responsibility, and innovative programs. We will accomplish this in an environment that fosters meaningful relationships, supports the overall wellness of each student, and promotes continuous improvement in each of the district priority areas: teaching and learning; positive school environment; supportive community partnerships; and fiscal capacity and responsibility."

Our school is located in Central New York and serves students from the communities of Fayetteville, Manlius, and Jamesville. Mott Road has approximately 408 students enrolled in kindergarten through grade four. We are an eastern suburb of the City of Syracuse, putting us in close proximity to Syracuse University, LeMoyne College, state universities, and teaching hospitals. As a result of families who have come from many different nations to further their education or to work at these universities and hospitals, MRE serves a culturally diverse population of English Language Learners (ELLs). Our community members are diverse in socio-economic backgrounds and include those who work in the service or manufacturing industry, blue-collar and white-collar professionals, and agricultural workers. MRE also serves an academically diverse population. Our school follows a full-inclusion model. We believe that every teacher is a teacher of Special Education, English as a New Language (ENL), and Enrichment.

MRE is proud of the caring, friendly, and supportive atmosphere that is pervasive throughout the building. Staff morale is high because teachers feel supported professionally and personally. Teachers collaborate within and across grade levels and with educational specialists. Staff members have opportunities to share their ideas and expertise in many ways, including colleague-to-colleague professional development mini-clinics, weekly grade-level team meetings, and staff development instructional fairs. Our school fosters an environment that promotes positive educational practices, allows students to grow socially and academically, and encourages healthy dialogue in respectful ways. By presenting teachers and staff as positive role models, our school stresses positive communication and respectful treatment of others. Additionally, we strive to teach children that they are never too young to make a positive difference in the world. Throughout the year, each grade level works on a service project that benefits our local community. Students conduct food drives for our local food pantry, complete chores to earn money that is donated to our local animal shelter, connect with local veterans and nursing homes, and raise money for the Ronald McDonald House Charities of Central New York and Upstate Golisano Children's Hospital. Participating in these projects allows children to realize the importance of caring for others in their community and that everyone matters.

At MRE, we embrace an inquiry-based learning approach. Children develop questions that drive their learning, and then use books, online databases, and hands-on materials to discover the answers to their questions. Each new discovery leads to more questions and deeper understanding. Since implementing this approach, teachers have noticed an increased level of student engagement and excitement for learning. Inquiry-based learning is different at each grade level. For example, kindergarten students generate questions based on a science topic for their classroom Wonder Wall while fourth-grade students spend an hour a week in Genius Hour, during which they explore topics of their own interest.

A unique strategy we implemented to address both social-emotional and academic needs was the introduction of Flexible Scheduling Time. This time affords students an opportunity to work on skills specific to their needs in small groups with such specialists as reading and math intervention teachers, an ENL teacher, special education teachers, school counselor, psychologist, teaching assistants, and classroom teachers. By designating one common pull-out time, the number of students missing whole-group instructional blocks has decreased. All students participate in the social-emotional and team building aspects of this program, and groups are scheduled across the grade level, which increases opportunity to build community and interact with peers.

Our entire school community engages each day in a morning fitness walk, energizing our school community and preparing young brains to learn. Students follow a route throughout the building while upbeat music is playing to encourage a brisk pace. Primary students, intermediate students, and staff enjoy interacting at this time. An inviting sensory pathway, which includes gross motor activities, bridges the two wings of the building.

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

Our district's educational philosophy provides a foundation of beliefs and principles upon which the MRE faculty, staff, and administration works with students. MRE is dedicated to the overarching belief that students are individuals deserving of numerous, wide-ranging opportunities to learn in a safe and positive environment. There is an emphasis on supporting the whole child through academics, character education, student activities and clubs. MRE provides all students with opportunities to develop their unique abilities and talents, civic responsibility, character, and a love of learning.

At the heart of all curricular and instructional decisions is our vision to inspire students and promote personal success. We provide an enriched and rigorous curriculum guided by research on best practices that prepare students for an exciting, ever-changing future. The workshop model we use in reading, writing, and math instruction provides personalized learning opportunities that allow for student voice and choice. Instructional pedagogy promotes student inquiry. Materials and resources support this philosophy.

MRE supports instructional technology in an environment of accelerated change. Primary classrooms have iPads. Intermediate teachers have access to class sets of Chromebooks and iPads. Our Library Media Center (LMC) and Computer Lab have Chromebooks, desktops and iPads. The Makerspace in the LMC facilitates design and engineering practices through building challenges and coding opportunities. Teachers, staff, and students are provided with the necessary tools and reliable connectivity to utilize technology to enhance teaching and learning. Students greatly benefit from access to rich technology that prepares them for future success and amplifies their learning.

Instruction is supported by numerous professional learning opportunities for teachers and staff. Ongoing professional learning is highly valued and viewed as imperative to providing high-quality and progressive teaching. MRE faculty and staff embrace this culture of learning and actively participate in graduate courses, in-service courses, conferences and professional organizations.

1b. Reading/English language arts

The goal of our English Language Arts (ELA) curriculum is for all students to acquire the behaviors, habits, strategies, and skills that enable them to become confident, accomplished, life-long readers, writers, speakers, and listeners. In order to promote personal success among all students, an Instructional Framework for Early Literacy outlines the essential components of our literacy program to provide structure and consistency among all classrooms. The components include reading workshop, writing workshop, and language/word study. The workshop model is comprised of whole class instruction, individual and small group work time followed by a closing that summarizes the teaching point.

Teachers across the district meet regularly to collaborate and ensure alignment between the Teachers College Reading and Writing Project Units of Study in Reading and Writing with the New York State Common Core Learning Standards (NYSCCLS). This provides a robust curriculum that supports literacy development. MRE recognizes the interrelationships of reading, writing, and word study, which the Units of Study and workshop models provide. Our curricular approach emphasizes foundational skills while providing authentic differentiation opportunities for all students.

In writing workshop, our units of study provide students with authentic opportunities to compose narrative, informative and opinion/argumentative writing. Through explicit instruction and exploration of mentor texts, students learn structure, idea development, and conventions. Students then incorporate these in their writing as they cycle through the writing process. In addition to explicit mini-lessons, teachers scaffold students' writing through strategy groups and individual conferring.

Within reading workshop, students engage with diverse texts independently and through read-alouds. A variety of genres, encompassing literary and informational texts, are utilized during the reading workshop to deepen students' strategies for literal comprehension, interpretive reading, and analytic reading. Units of Study allow students ample opportunity to read with choice and purpose. Students respond to text via oral discussion, writing, and digital media. Through individual conferring, guided reading, and strategy groups, teachers collect data to differentiate instruction and support students' reading of complex texts.

Our phonics and word study curriculum follows a systematic progression to ensure continuity. Through the use of hands-on manipulatives and guidance from the teacher, students discover relationships between letters and sounds in addition to conventional spelling patterns. Instruction is designed to support transfer of phonics skills to reading and writing. As students progress, the emphasis on phonics skills shifts to a greater focus on vocabulary.

To ensure teaching is responsive to students' needs and supporting all members of our learning community, we utilize a variety of assessments. We use aimswebPlus and the Fountas and Pinnell (F&P) Benchmark Assessment System to gather data. In addition, teachers utilize observations of students, work samples, rubrics, checklists, conferring and small group work. This data informs instruction to ensure each student achieves personal success. A building-based Response to Intervention Committee meets quarterly to determine eligibility and supplemental program specificity for students who are below grade level. The heart of ELA instruction at MRE is to build a foundation for lifelong literacy success for all students.

1c. Mathematics

MRE utilizes Investigations III, aligned to the NYSCCLS, as a primary source for daily math instruction. This constructivist-based program promotes the teaching and learning of mathematics in meaningful and connected ways.

Student mathematical learning is based on a strong foundation of number sense. In addition to learning math content, students are taught to think flexibly. Instruction focuses on understanding multiple strategies to solve problems and selecting the most appropriate strategy for the given math task. Teachers work with students to guide their learning from conceptual to abstract strategies. Students are encouraged to use a wide variety of math tools, including utilizing manipulatives and drawing models. Teachers observe their students' thinking and adjust instruction to meet the needs of their learners and ensure the NYSCCLS are met.

Math instruction centers around exploration and discussion. Lessons include instructional methods in which students have an opportunity to work whole-group, in collaborative small groups or partnerships, as well as independently. The teachers pose a task to students and through exploration, students use their prior knowledge and number sense to complete the math task. Learning is solidified through mathematical discussions both in partnerships and whole-class. These discussions allow students to make and test conjectures, revise their thinking, and learn from the strategies of their classmates.

Math workshop is a common instructional practice. This structure allows students to explore multiple math activities and reinforce learning concepts. The teacher is a facilitator of learning and is able to differentiate instruction, promote voice and choice, and provide practice by adapting the tasks to meet the needs of all learners.

MRE consistently outperforms similar districts in the state. The average percentage from 2015-2019 of students proficient on the math grade four NYS assessment is 77 percent; the average for similar districts is 69 percent. Student learning is continually assessed through formative assessments during math instruction. Teachers use observations, informal assessments, and student work samples to monitor progress toward learning goals. This data enables teachers to make informed decisions about the practice and reteaching of concepts. Each math unit concludes with a district-wide summative assessment. Assessment data drives decisions about student progress toward end-of-year goals both in the classroom and for placement in Academic Intervention Services (AIS) and Academic Enrichment.

1d. Science

At MRE, we recognize children are natural born scientists, curious about the world around them. Our science program leverages this curiosity into authentic learning experiences. MRE uses Smithsonian-based curricular units to support implementation of the NYS Science Learning Standards derived from the National Research Council's Framework for K-12 Science Education and the Next Generation Science Standards. At MRE, we embrace this profound shift in science instruction. We are strategic in our transition to maintain our successful program while preparing for new standards and assessments.

By incorporating the Smithsonian units, students explore everyday phenomena and real-world questions. Unit investigations guide discovery and discussions while developing a big-picture view of the world. This interactive science instruction promotes critical thinking, problem solving, and connections across science while instructing in an authentic, vertically-aligned science experience.

MRE's science curriculum is a research-based, student-centered approach. Students learn through modeling, discussing, engineering, problem solving, drawing, and writing. Assessments are woven throughout the units. They include pre-assessments, discussions, writing prompts, performance and written summative assessments. Written responses and student-drawn models provide diverse opportunities to showcase mastery and inform instruction. Multiple design solutions and hands-on performance tasks provide opportunities for all students to positively engage in science.

MRE students are immersed in science experiences through field trips. In addition to visiting local sites (parks, zoos, museums, and farms), students benefit from our onsite nature trail and district planetarium. These experiences provide students the opportunity to dig deep into the natural world and use science practices to learn through an authentic, hands-on experiential curriculum.

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

The social studies program at MRE motivates students to practice engaged citizenship while exploring the world around them. Students learn to better understand the setting within which they live and their place in the world. Our social studies program is derived from the NYS Social Studies Framework. Students develop an understanding of concepts and key ideas through inquiry, analysis of primary and secondary sources, and literacy skills and practices. MRE's curriculum encompasses the globally defined social studies disciplines.

Recently, MRE teachers collaborated to create social studies units for each grade level in an effort to vertically and horizontally align the curriculum. MRE has embedded the concepts and key ideas across disciplines, including core content and special areas. For example, in our inquiry studies students learn about culture, including family, symbols and traditions, rights and responsibilities, government, and belief systems. The rich diversity of our school community brings an authentic lens to the projects, and students learn to appreciate the unique values and perspective of others.

Our inquiry-based instruction poses essential questions to guide student learning. Teachers observe and assess how students make valid claims and use accurate information to defend their ideas. Students evolve from having discussions about essential questions in the primary grades to stating a claim, taking a position, and defending that claim in intermediate grades. As one method of assessment, students defend their claims by citing evidence gained through a research-based inquiry process that focuses on demonstrating understanding of the key ideas. Throughout the process, they learn how to navigate print and digital resources in order to evaluate and synthesize information into authentic learning.

MRE students also have the opportunity to visit locations in our community to learn social studies concepts first hand. They visit local historical museums and farms, take walking tours of communities, and work with guest speakers who foster students' curiosity. For example, fourth graders learn about our community's rich history by taking a walking tour with local librarians and examining primary sources to deepen their understanding of the Underground Railroad, Erie Canal, and Women's Rights Movement. These experiences give students the ability to consider more than one perspective and make informed, civic-minded decisions for the public good.

1f. For secondary schools:

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

2. Other Curriculum Areas:

MRE's core content curriculum is enriched through students' experiences in other curriculum areas. All students attend art and music on a four-day rotation, and physical education (PE) every other day. Every student receives library and computer instruction at least once a week. Health is taught on a trimester schedule in grades one through four.

In art class, students use a variety of mediums, including ceramics, printmaking, fiber arts, painting, and drawing. Students investigate broad topics called "big ideas," such as time, friendship, identity, culture, and emotions. While the art curriculum utilizes traditional elements of art and art history, it also includes literary references and diverse contemporary artists. This allows students to develop problem-solving skills as they create a meaningful body of artwork. Our school celebrates the arts by displaying student artwork in the hallways and participating in district wide art shows. Families are invited to attend a grade-level Evening of the Arts, where students can share their creative abilities through art displays.

In music, MRE uses the Orff-Schulwerk model, which combines music, movement, drama, and speech into lessons that are similar to child's world of play. Students explore rhythm, pitch, music literacy, expressive elements, music history, and culture. Students connect their music learning with classroom concepts through interdisciplinary collaborative units, including Kindergarten Fairytale Soundscapes, First Grade Science of Sound Inquiry, Second Grade Haiku Soundscapes, Third Grade Global Music, and Fourth Grade Native American Music. In addition to general music, fourth-grade students may choose to participate in Suzuki Strings. Suzuki is a holistic student-centered approach that focuses on aural skills and technique, and 82 percent of fourth graders participate. Students perform in class, in school, and for the community, with opportunities for post-performance critical thinking, self-reflection, and evaluation.

PE provides an inclusive, age-appropriate curriculum that is fitness-based, scaffolded for individual skill development at all levels, and immerses students in fitness concepts that improve knowledge of personal health and nutrition. It also provides learning experiences in personal and social responsibility. Each grade level has PE Open House nights in which students and their families participate together in various physical activity settings to celebrate what they know and can do. These well-attended events establish a home-school partnership to promote the theme of a lifetime of physical activity. In addition to our regular PE curriculum, a district health teacher pushes into each classroom to provide targeted health instruction. This curriculum emphasizes personal health, fitness, hygiene, and safety.

Throughout the day, the Library Media Center (LMC) is utilized for deep research that supports inquiry and classroom instruction. Third- and fourth-grade classes have a 90-minute, co-taught Library Media Block that gives students access to the LMC and the Computer Lab. Lessons during this block embed library and computer skills into classroom subject areas. Our schedule allows for all classes to have extra collaborative lessons or to sign out different areas in the library, such as our Makerspace, to support content curriculum. The focus of the library curriculum is to promote print, digital, and media literacy; focus on the inquiry process; introduce students to coding and programming; facilitate the engineering design process through Makerspace opportunities; and develop responsible users of information. In addition to an extensive print collection, our students have access to many digital resources, robotics, coding platforms, Chromebooks, and iPads.

Special area teachers weave character education throughout their curriculum. Art projects focus on kindness and helping others. Musical performances encourage inclusion and diversity. In PE, respect, fairness, and sportsmanship are practiced daily. In our LMC, imaginations soar. Students love the Lego wall, creating exciting presentations using the green screen wall, and using the Makerspace. These experiences teach teamwork, and students' confidence grows as they express their ideas and allow their creativity to flow.

3. Academic Supports:

3a. Students performing below grade level

MRE utilizes a three-tiered Response to Intervention (RTI) model to meet the literacy needs of all students. Students' individual needs always come first with student growth closely monitored and supported. Our RTI model consists of a core curriculum of high-quality, systematic, research-based instruction along with a variety of interventions, allowing us to provide the highest level of support to students performing below grade level. Progress is monitored and data is collected quarterly through aimswebPlus and the F&P Benchmark Assessment System. For example, in the fall of 2018, 12 percent of second graders were well-below average on the F&P benchmark assessment. By the spring of 2019, less than 7 percent were well-below average. Our RTI Committee (our school principal, school psychologist, reading specialists, classroom teachers, and speech-language pathologist) analyzes information and ensures researched-based interventions are provided. Interventions are adjusted to meet students' changing needs, creating an abundance of opportunities for students to grow as readers.

Students' common assessment scores in mathematics are analyzed to determine eligibility for academic intervention services (AIS). Students in grades two through four who demonstrate limited understanding of grade-level math skills (identified by performing in the bottom 10 percent of district and state scores) receive AIS support two to three times a week. This includes a combination of push-in and pull-out supports tailored to meet specific needs. Standards-based instruction is targeted to remediate specific skill and concept gaps based on information gathered from progress monitoring. District-wide assessment data are analyzed quarterly to determine service eligibility. Groupings and support models remain flexible and allow for student movement based upon ongoing student data analysis. In 2017, 11.6 percent of students in grades two through four at MRE were serviced. By 2019, this dropped to 5 percent. Assessment data are used to measure students' progress toward end-of-year standards, reveal skills that need re-teaching, and evaluate program effectiveness.

3b. Students performing above grade level

All MRE teachers create opportunity for extension and differentiation in daily lessons. The F-M CSD Academic Enrichment Program extends, enhances and enriches the curricula for all students in grades kindergarten through eight. The program individualizes instruction for all students and strengthens critical-thinking and research skills. The academic enrichment teacher works with students whose performance has been assessed as above grade level. Students work in small class settings to develop and enhance critical thinking, inquiry and research skills. One unit of study involves students engaging in inquiry-based learning projects. These projects are driven by the students' natural curiosity about key environmental issues impacting their community. In addition, the academic enrichment teacher implements extension lessons and interdisciplinary units of study for each classroom at all grade levels. In these lessons, the curriculum is adapted for the diverse learning styles of all students.

3c. Special education

Inclusion is an integral part of MRE and individualizes instruction for each student. Our goal is to provide access and equity for a multitude of learning needs. Aligned with state standards, curriculum is differentiated and modified according to students' needs. Individual Education Plan (IEP) goals are aligned with these standards. Special education students are serviced through various models, such as consultant teacher, resource, and a self-contained 8:1:1 setting. Special education populations at MRE include autism, learning disability, speech-language impaired, and other health impaired.

In 2017, 20 percent of MRE special education students received a Level 3 (minimum score considered proficient) on the New York State English Language Arts (NYS ELA) Grade 3 Assessment. It rose to 67 percent by 2019. In 2017, 80 percent of MRE special education students received a Level 1 (lowest level) on that assessment. It dropped to 50 percent in 2018 and was 0 percent in 2019. Some students with significant needs are assessed through the New York State Alternative Assessment.

For the past three years, MRE has implemented an 8:1:1 special education classroom for students with autism. The students are taught using the principles of the Visual Immersion System (VIS), which is a visual instruction system for teaching generative language and concepts in a structured way. Dr. Howard Shane from Boston Children's Hospital serves as a lead consultant for the classroom. The special education team has conducted research during this time period, and the results were published in a district research journal. In addition, this research team presented at the Central New York Speech Language Hearing Association in October 2018 and at the American Speech Language Hearing Association National Convention in November 2018. The results thus far have shown that VIS is an effective strategy for teaching students with autism.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

MRE is committed to providing an optimal learning environment for all students by ensuring that they feel a sense of safety, community, and belonging each day. All staff come together to participate in a variety of programs and activities centered around the development of our students. Social-emotional learning provides foundational social and emotional skills through fun, interactive lessons. Our Character Education Committee develops comprehensive and lively experiences for all students. The committee, consisting of a teacher representative from each grade level, special areas, and the school counselor, aims to support teachers in seamlessly implementing the character education curriculum in their daily routine. Each school year begins with all classrooms reading Have You Filled A Bucket Today? by Carol McCloud to establish an understanding of how our words and actions affect others positively or negatively. Throughout the school year, many activities take place to maintain a positive, supportive community. In classrooms, specific character traits are highlighted each month with activities, videos, and reflections. For example, during February, the "Kindness Fairy" visited classrooms and encouraged students to demonstrate kindness throughout the building and community. Planned monthly assemblies unite the school community, and there are monthly spirit days when students and staff wear MRE colors. Each day the school community recites our MRE Pledge, which focuses on respect and caring for others, followed by the sharing of an inspirational quote related to our monthly character trait.

The importance of school community is emphasized with opportunities for students at all grade levels to interact. Our Kindergarten Connect program gives fourth-grade students the opportunity to assist primary students at dismissal each day. Many third and fourth graders choose to give up their recess time to volunteer in kindergarten and PE classrooms. These opportunities instill responsibility in our students while modeling the importance of caring for and helping others. Additionally, all grade levels participate in the "Buddy Class" program, where classrooms come together monthly to read books and complete projects. Through our "Big Sibs" program, high school students volunteer in MRE classrooms, helping students with academics and social skills. These are just a few examples of the opportunities created for our students to develop unity and how the school supports the development of the whole child.

2. Engaging Families and Community:

The parents of MRE's Home and School Association (HSA) work closely with school staff to provide opportunities and resources to enhance student education. The HSA coordinates and funds guest speakers, author visits, new recess equipment, coding and Makerspace materials, and a variety of after-school clubs that provide our students with unique experiences that enhance their engagement and joy of learning. Parents frequently volunteer for classroom activities, assist in our library, present at our Career Fair, and participate in our PE gymnastics unit. These opportunities allow parents to be involved in their child's school experience while modeling for children that parents and teachers are working together to promote their success.

The MRE Site-Based Team is a partnership of parents, teachers, and administrators working to improve student achievement and success at the building level. This team assists with providing unique learning experiences for our students. For example, "Reading Instead of Technology" (RIOT) month is a literacy-based program that encourages families to make reading a priority. We open the LMC two evenings during that month for families to engage in literary and Makerspace activities. In addition, the team also organizes "Training Everyone at Mott" (TEAM), an event in which students participate in activities to help them better understand challenges faced by students with disabilities.

Home-school communication is essential to maintaining collaborative relationships, as well as allowing us to share students' academic achievements or challenges. We use a variety of communication tools to support the home-school connection. Our website, Schoology, and SchoolTool provide parents with up-to-date information. Our monthly newsletter highlights upcoming events and includes information from the principal, school nurse and our school counselor. Teachers communicate regularly with families,

recognizing that parents are equal partners. MRE hosts parent information nights with school counselors as well as local experts, such as a recent presentation by a local clinical psychologist who presented to parents on childhood anxiety. These events allow parents to learn about how social-emotional education and management are handled in school and provides families with tools they can use at home.

Grade levels participate in service learning projects annually. A charity is selected and students raise money to donate to that cause. We support our local food pantry and Salvation Army with food drives. Students visit local senior living facilities during the holidays to sing, make a craft, or share a treat with residents.

3. Creating Professional Culture:

MRE is committed to a culture of ongoing curricula growth that allows all staff and students to continually thrive. Our school is invested in professional development opportunities within the district as well as the broader educational community. Curricula maps are generated by a district team of administrators, resource teachers, and classroom teachers. Ongoing professional growth is encouraged in a variety of settings and formats, such as monthly curricula meetings, professional topic clinics, content training sessions, and the F-M Instructional Fair. All areas of growth embody the Common Core Learning Standards (CCLS). College credit courses, as well as after school and summer in-service courses, are offered. In addition, teachers have opportunities to attend workshops and conferences at the regional, state, and national level. Incentives are offered to encourage participation and to recognize the emphasis our district places on continuous improvement. These activities benefit many as these teachers then share their new knowledge via team, staff meetings, or leading an in-service.

MRE teachers present at regional and state conferences. National association memberships and national conference attendance ensure that teachers stay informed of best practices. Through our affiliation with The American Association of School Administrators (AASA), we shared our innovative practices at the most recent Model Schools Conference in Washington, D.C. and at the National Dropout Prevention Conference in Denver, Co. As a result of our work with AASA, we were recently named a District of Distinction for our innovative programming by The District Administration Organization (March 2020).

The F-M CSD has a Professional Development Team that plans, organizes, and develops professional development opportunities. In collaboration with our district's assistant superintendent for instruction and other building representatives, MRE teachers help plan and facilitate professional development throughout the district. When teachers sign up for an opportunity, they describe how they will use knowledge gained, share it with fellow teachers, and how it aligns with the district's goals of differentiated instruction, continuous improvement, or enhanced instructional technology.

MRE teachers participate in a school-wide professional book club experience. This year we chose The Curious Classroom by Harvey "Smokey" Daniels to be our reference. Staff meetings were spent discussing focus chapters and teachers shared how they had implemented concepts or lessons in their classroom. An example of this is teachers incorporating soft starts, Wonder Walls, and mini-inquiries in their classrooms.

4. School Leadership:

MRE places a high value on a collaborative leadership community with the end-goal of inspiring students and promoting personal success. The principal shares leadership through committee membership and school culture. We establish collaborative leadership through a variety of positions, professional learning clinics, curriculum resource teams, and student platforms for voice and choice in learning. Students, educators, and administration take ownership of their learning experience.

A thoughtful F-M CSD mission plan established by educators, the F-M Board of Education, administrators, and superintendent provides the district with clear goals and decision-making platforms. These broader goals are then customized to fit each building's unique culture and student population. This provides the opportunity for educator voice and choice to be incorporated into MRE's initiatives.

The principal at MRE empowers all members in the school community to take leadership roles within the

building and larger community. The principal promotes a culture of continuous growth and encourages teachers to take risks in the implementation of inquiry learning and innovation. She invests in supporting teachers to fulfill their potential and fosters a personalized learning experience for staff and students.

A representative group of MRE educators work collaboratively on a Building Planning Team. This group crafts and develops a tactical plan that is extracted from analyzed data. They determine areas of need as well as achievement, curricula, character education, and professional development. This membership works toward goals to corroborate an alignment between MRE goals and indicators of learning in each classroom setting.

Learning content area resource teachers in science, math, social studies, technology, and ELA serve as instructional directors and mentors. They support classrooms through earmarked professional development, curricula advancements, and collaborative work that directly impacts student achievement and overall growth.

MRE educators are motivated to take on leadership positions within levels of professional development. This happens in a variety of school, district, and national platforms. MRE hosts colleague-to-colleague professional development mini-clinics. District and building teachers at MRE share out instructional strategies at the Instructional Fair. Faculty also participate in strategies gained from conferences at the local and national levels. Strategies gained from conference work are distilled in our classrooms. In-service courses at the district level are instructed by building and district specialists.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The practice that is most instrumental to the success at MRE is the use of an inquiry-based instructional approach. Students are encouraged to formulate questions to guide their learning. They use a variety of resources or hands-on materials and experiences to answer their questions, leading to new questions and deeper understanding.

Teachers find that by allowing children to take ownership of their learning, they are more engaged and learning endures. Children that struggle academically find success and are self-motivated to learn. Highly-motivated students find exploring their passions inspires them to extend their learning further. Students discover the sky's the limit. Children use reading and writing skills purposefully. More importantly, they are highly engaged in the learning process. As a result, our state test scores in ELA, math, and science improved over the last three years. We have excellent attendance and are experiencing fewer discipline referrals.

MRE has successfully implemented this approach by investigating the best use of inquiry learning at the elementary level. Gradually, it expanded throughout the entire building. The principal led the way, giving teachers permission to be innovative. A small group of teachers discussed Bold Moves for Schools by Heidi Hayes Jacobs and Marie Alcock. There was excitement about transforming our current high-level practices into a more student-centered approach. Teachers implement Wonder Walls and inquiry journals to encourage children to ask questions and seek answers about a topic that may or may not be curriculum related. In fourth grade, Genius Hour provides opportunities to study passion projects and share findings. Strategies from The Curious Classroom help teachers implement inquiry instruction. Teacher-led professional development continuously provides support to refine this approach. Library restructuring allows multiple classes to collaborate on varying projects using different technologies. Expanding library and computer schedules gives educators more time to co-teach and plan. The school's shift to an inquiry-based model fosters personalization, but still adheres to core curriculum and standards. Students work in small groups and receive more adult support. Inquiry provides countless opportunities to engage in authentic learning experiences that promote student agency as well as, voice and choice.