

U.S. Department of Education
2015 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 Dr. Kimberly Cohen

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

Official School Name McKelvey Elementary School

(As it should appear in the official records)

School Mailing Address 1751 Mckelvey Road

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

City Maryland Heights State MO Zip Code+4 (9 digits total) 63043-2816

County St. Louis State School Code Number* 15MO477PU

Telephone 314-415-6501 Fax 314-415-6512

Web site/URL

http://www.edline.net/pages/mckelvey-elementary E-mail KCohen1@parkwayschools.net

Facebook Page

Twitter Handle _____ www.facebook.com/pages/mckelvey-elementary/367768326710261 Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Keith Marty E-mail: kmarty@parkwayschools.net

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

District Name Parkway Schools Tel. 314-415-8009

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Beth Feldman

(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 that it is accurate.

Date _____

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 5 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	46	51	97
1	37	43	80
2	31	53	84
3	43	48	91
4	30	46	76
5	47	46	93
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	0	0	0
Total Students	234	287	521

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 34 % Asian
 - 15 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 39 % White
 - 7 % 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.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 33%

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, 2013 until the end of the school year	60
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	100
(3) Total of all transferred students [sum of rows (1) and (2)]	160
(4) Total number of students in the school as of October 1	484
(5) Total transferred students in row (3) divided by total students in row (4)	0.331
(6) Amount in row (5) multiplied by 100	33

7. English Language Learners (ELL) in the school: 17 %
90 Total number ELL
 Number of non-English languages represented: 22
 Specify non-English languages: Hindu, Marathi, Tamil, Telugu, Arabic, Bulgarian, Chinese, Farsi, French, Gujarti, Japanese, Kannada, Korean, Latvian, Malay, Oriya, Spanish, Swahili, Tivoli, Urdu, Vietnamese, Slovenia
8. Students eligible for free/reduced-priced meals: 20 %
 Total number students who qualify: 107

Information for Public Schools Only - Data Provided by the State

The state has reported that 22 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 15 %
78 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>6</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>12</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>17</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>36</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

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

	Number of Staff
Administrators	2
Classroom teachers	26
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	19
Paraprofessionals	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	98%	96%	96%	94%	94%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

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. Please summarize your school mission in 25 words or less: To ensure all students are capable, curious and confident learners who understand and respond to the challenges of an ever-changing world.

PART III – SUMMARY

Established in 1967, McKelvey is one of 18 elementary schools (K-5) in the award-winning Parkway School District. Located in the city of Maryland Heights, Missouri, McKelvey serves a diverse population of 526 students – Kindergarten through Fifth Grade. 34% of our students are Asian, 15% are Black or African American, 5% are Hispanic or Latino, 39% are White, and 7% are two or more races. The 526 students represent over 35 countries and 22 languages. 39% of the students at McKelvey speak English as their second language, and yet this multicultural conglomeration epitomizes the beauty of diversity in a true community. This five story building is covered in beautiful, sophisticated student art work, as well as reminders of what the McKelvey community believes and symbolizes.

McKelvey has many rich traditions that date back as far as the early 1970's. Examples include our annual school carnival, our Halloween parade, our specific grade level performances, and our school song. With the help of our Parent-Teacher Organization, we have developed many new traditions along the way including Cultural Night, Abilities Awareness Week, Math Breakfast, Reading Breakfast, and movie nights. Our social committee is already busy planning a wonderful event to celebrate our 50th anniversary in 2017.

The mission of McKelvey Elementary is to ensure all students are capable, curious, and confident learners who understand and respond to the challenges of an ever-changing world. We work to meet the demands of our mission through intense work in character education, data driven instruction guided by Richard DuFour's Professional Learning Community Work, and the use of the four essential questions.

"The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education." -Martin Luther King Jr.

Dr. King's quotation is a perfect summation of our goal for our students. At McKelvey we work to teach students to think critically, while making certain that character education is seamlessly incorporated into all we do. We help students understand that a solid intellectual base and strong character is something they will carry with them throughout their life. We pride ourselves on being a diverse and accepting community that works as one unit to ensure the success of all students.

We feel there are many key strategies used within the school that have encouraged and challenged all students to develop their full potential academically, emotionally, physically, socially, and culturally. The following are examples from our journey.

McKelvey teachers are supported by Parkway's guaranteed and viable curriculum. Using Wiggin's Backwards Design model, we are able to fully unpack all units, reflect on their student data, make changes where necessary, and provide relevant learning experiences for all. We use a workshop approach to teaching which allows us to fully differentiate to meet the individual needs of all learners.

Our intervention model includes a tiered system of instruction and support, progress monitoring, and collaborative decision making. Problem solving (identify, respond, monitor) occurs at universal, targeted, and intensive levels with varying degrees of frequency and specificity.

Our character education work has grown throughout the past seven years. We began with a Positive Behavior Intervention Supports (PBIS) model which allowed us to develop universal expectations for both students and staff. We then complimented it with work from Character.Org allowing student voice, and have most recently rolled in work from Stephen Covey's seven habits. An important piece of our character education initiative is our Student Focus Groups. All children grades K -5 serve on a focus group allowing them to have voice and choice within the building. Examples of these groups include, but are not limited to: Public Speaking/Communications Department, Principal Advisory, Safety Patrol, Bus Patrol, "Dinomite" Dragon Productions, Student Recognition, and Ambassadors. It is vital to us that our children know they are important and that their voice is heard. We were named a 2014 National School of Character and are proud of our work in this area.

The National School of Character Evaluator, visited McKelvey and had the following to say: “Trying to explain McKelvey with words is like trying to explain a powerful book or work of art; beauty, power and love are often hard to capture in words. A visit to McKelvey lingers and leaves you with an almost indescribable feeling of wonder and warmth and a desire to share the experience with others. The Principal is a powerful, focused leader whose laser sharp attention to high academic expectations and results for every student is matched by her authentic warmth and compassion for her staff, students and parents. Her passion and commitment are mirrored by her entire staff. The blend of attention to academics and character development is seamless and make the school hum with energy. In each classroom, students are engaged, involved, connected and happy.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

McKelvey teachers are supported by Parkway’s guaranteed and viable curriculum. Each core subject area is comprised of units of study. These units of study are crafted in the framework of backwards design and aligned to the Missouri Learning Standards. In Stage 1, we identify desired results based on the Missouri Learning Standards. There are clear essential understandings and essential questions to clarify priorities. In Stage 2, we name acceptable evidence of student understanding and proficiency. In Stage 3, we define learning experiences and instruction. In addition, each unit of study clearly defines learning targets that outline what students will be able to do. These learning targets identify the big ideas of each unit as well as a subset of skills that determine the building blocks necessary to demonstrate mastery of the target. Because these targets are vertically aligned, teachers are able to ensure big ideas and foundational skills are being developed progressively. This allows teachers to reflect on their data, make changes when necessary, and provide relevant learning experiences for all. Our curriculum provides the foundation so every child at McKelvey is successful.

At McKelvey, we use a workshop approach to teaching. Each unit of study is delivered in a highly predictable and consistent format. It begins with a mini-lesson which provides direct instruction aligned to desired outcomes. During the mini-lesson, the teacher clearly defines the teaching point and models the strategy. The students then actively engage and practice the strategy with guidance from the teacher. This allows the teacher an immediate opportunity for formative assessment and to provide immediate feedback to students. The teacher scaffolds learning and offers support along the way. The next portion of the workshop is independent work time. This is where students practice the strategy taught that day or work on a previously taught strategy. This is the most important time of the workshop because the teacher differentiates based on the needs of his/her students. Teachers differentiate in a variety of ways including strategy groups and one-on-one conferences.

Strategy Groups: Students are grouped by need or similar skills based on a variety of formative and summative data. Groups are short term and offer a way for the teacher to either reteach or extend a skill/strategy.

Individual Conferences: A brief period where the teacher works one-on-one with a student. This allows the teacher to assess student work and choose a teaching point that will nudge the student in their learning. It is highly tailored to the individual student and is based on what a particular student needs.

The workshop time ends by gathering students back together to debrief the learning of the day. This approach in teaching coupled with a clearly defined curriculum allows McKelvey to reach all learners. This is focused on the metacognition related to the learning process as well as the content. Again, this is time to formatively assess, reteach or extend.

In English Language Arts, all students receive the standard specific mini-lesson. However, during independent work time the teacher is able to differentiate to meet the needs of students performing below, at, and above grade level. Teachers consistently analyze student work and formative assessments to adjust their instruction accordingly. In addition, teachers study longitudinal data to identify students who are at risk or potentially at risk to ensure all children make adequate yearly progress. These efforts ensure ELA instruction is strategic, intentional, and rigorous.

At McKelvey, we believe a deep knowledge of concepts, effective problem solving, and being able to explain one’s mathematical thinking are skills necessary to be ready for the 21st century. This focus allows us to ensure our students develop as strategic problem solvers who are both effective and efficient. Math workshop begins with an inquiry based mini-lesson connected to real world experiences. As students move towards further understanding teachers intentionally guide instruction to sharpen mathematical skills and reasoning. The work time is composed of independent and cooperative learning that provides students additional experiences with previous and current concepts. This includes exploring manipulatives, playing

games to increase procedural fluency, planning and carrying out investigations, or using technology such as Dreambox or ALEKS. During work time, teachers differentiate by conferring and meeting with strategy groups.

McKelvey intentionally integrates reading and writing into science and social studies. Through units of study, students learn grade level science and social studies concepts through a variety of multi-media resources. The mini-lesson allows students to access and analyze content specific texts and engage in meaningful conversations around science/social studies topics. In preparing students for college and career readiness, units of study incorporate a variety of opinion and informational writing into the content areas. Students are regularly asked to transfer and apply skills and strategies that have been learned in Math and ELA. Scoring guides that are consistent across content areas allow for feedback that is more meaningful to the learners.

2. Other Curriculum Areas:

In Parkway we have a strong focus on educating the whole child. This is evident in our core curriculum, our character education efforts, and our specialized curriculum. All students are exposed to Art, Music, or Physical Education for 50 minutes each day. Students in grades three – five receive Orchestra for one hour every week.

Art meets for 50 minutes on a four day rotation. Art instruction follows the curriculum established by Parkway and is aligned with the Missouri art curriculum. It focuses on the skillful use of media, understanding of art concepts and vocabulary, application of art concepts to the making of own art, and appreciating art made by others throughout history and by varying groups and cultures. The art of every student is displayed throughout the year on displays throughout McKelvey. This is done to help students recognize that art is intended to be shared with others and to help instill in them a desire to excel to their fullest potential so that they can be proud of what they are presenting. There are also two large Parkway art shows in which a portion of the art is on display for public viewing. Students are informed that we look for personal bests as we are selecting art for the shows versus only certain students being selected every year. Students are encouraged to make it a goal to challenge their thinking and to use the art media with control. Both process and product are valued because when these skills are applied to other situations in life, the quality of what is produced will matter. The art program helps develop the student's self-confidence, perseverance, goal setting, responsibility, cooperation, appreciation of the work of others, creativity, and individualism. All of which are traits valued by society as a whole.

General music classes meet for 50 minutes on a four day rotation as well. McKelvey follows the guiding principles of the district music curriculum and lessons are created based on essential questions. Students perform throughout the year, allowing them to transfer the knowledge learned in the classroom to the stage. Students are taught to be self-confident and poised in front of an audience. An example of this would be the second grade Character Education Concert. The students taught their parents a song and performed it with them at the concert. The community was integrated into the music curriculum and the students were the leaders. Students are given many opportunities to work in student led groups in music class. Student led center activities encourage individuals to create their own music compositions and take risks.

McKelvey students also have the opportunity to participate in an instrumental music program during the school day. All third graders take a violin class where they learn to play the violin by rote, developing pattern recognition, memory skills, teamwork, and fine motor skills to name a few of the benefits. Fourth and fifth graders may choose to continue in the orchestra program where they develop music literacy and ensemble skills to play in a group with multiple instruments and parts. Classes for all levels are twice a week for thirty minutes.

At McKelvey Elementary, all students (K-5) are given the opportunity to participate in Physical and Health Education two to three times a week. Physical education (P.E.) plays a huge role in our student's ability to deal with situations in and out of school and most importantly, provides them with a chance to be physically active on a regular basis. Physical education provides a place where students can continue to learn the importance of lifelong health and also contribute to classroom behaviors and academic successes. Students

in McKelvey P.E. also get the chance to flex their muscle through character building and contributing to great causes. McKelvey has participated in the Jump Rope for Heart fundraiser. The donations collected go to American Heart Association to fund research and surgeries. In a feat of great compassion and understanding, our students raised over \$7,300 this year, which was above and beyond our last year's total of \$2,900. This is a testament to what our kids learn and apply each day in P.E. and throughout McKelvey- to be compassionate and caring students of great effort and quality character.

3. Instructional Methods and Interventions:

McKelvey's intervention model includes a tiered system of instruction and support, progress monitoring, and collaborative decision-making. Problem solving (identify, respond, monitor) occurs at universal, targeted, and intensive levels, with varying degrees of frequency, intensity, and specificity. At a universal level, students are guaranteed core curriculum through a workshop approach. Teachers use universal data, screening and formative, to identify strengths/weaknesses and make timely decisions regarding instruction. This allows the teachers the ability to appropriately extend and compact the curriculum in effective manners. Teachers monitor data and differentiate in order to respond to the individual needs of all students. Whole group instruction is utilized, as well as reteaching/extension, flexible grouping, and one-on-one support. Recognizing all students do not initially respond to core instruction, teachers utilize targeted intervention.

Targeted level intervention is initially based on universal data. Root causes are identified through additional diagnostic assessment. As needs are identified, a specific goal, progress monitoring tool(s), and time frame are determined. Action plans consist of evidence-based intervention(s) that are intentionally chosen based on the goal, as well as a shift in intensity, frequency, and/or duration. Individual goals are monitored by both interventionist(s) and classroom teacher. Targeted interventions are utilized outside core curriculum time, providing flexible levels of support to accelerate learning and close gaps quickly. Intensive intervention is only provided when progress monitoring of universal and targeted data is not showing accelerated progress based on their growth trajectory. In most cases this is supplemental to core curriculum, but replacement is considered. However, replacement is designed to ensure intersection with the guaranteed curriculum. This model, used for reading, math, gifted, behavior, special education, and English Language Learners (ELL) ensures each individual student is reached.

The key factor of our tiered system is systematically interweaving the problem solving framework into Collaborative Learning Teams (CLTs). CLTs assess the impact of instruction bi-weekly. Monthly, a problem solving protocol, based on a risk analysis of multiple data points is used to determine concerns. This provides a check and balance for early risk identification and is shared with stakeholders. The team also identifies students for intense problem solving. During this meeting, the collaborative team identifies a priority problem, matches intervention with root cause, and creates an action plan for intervention, resource allocation, and progress monitoring. Monitoring and additional collaboration provide evidence of success in most cases and when not, evidence for the need of further assessment/evaluation. Reading and math intervention progress is reviewed using the same problem solving framework every 6-8 weeks. McKelvey ensures high levels of student learning and achievement through streamlined communication and systematic problem solving.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Students in grades 3-5 are assessed annually by the Missouri Assessment Program (MAP). Students unable to participate in MAP, based on their IEP, are assessed through MAP-Alternate. The MAP and MAP-A measure student performance in English Language Arts (ELA), Mathematics, and Science (5th only). Performance is reported using four descriptors of individual student achievement: Below Basic, Basic, Proficient, and Advanced. Our goal is for ALL students to show evidence of proficiency, as well as continuous growth for individual students, GAP group, and overall school achievement.

ELA and Math scores over the last five years show significant growth in both overall and subgroup achievement. In ELA, achievement levels increased from 63% proficient to 74%. In Math, growth can be noted from 65% proficient to 80%. Data indicates an achievement gap between total population and white subgroup compared to those within the GAP group, including LEP, Black, IEP, Hispanic, and FRL. The most significant gap is evident between total and LEP students, as well as total and black students.

McKelvey has made substantial shifts in teacher learning, instructional improvement, data use, and school culture. Upon a change in administration, the leadership team, dissected longitudinal academic, behavior, and culture/climate data. Hyper-focused on closing achievement gaps, factors correlated with low achievement were identified, including parent involvement, rigor/expectations, teacher preparedness, and character education. An action plan was created, beginning with development in best practices, implementation of a workshop model, ongoing common assessment data analysis, and a commitment to character education. Programs were restructured to increase parent involvement, i.e. culture night grew from 100 to 400+ participants. Rigor, high expectations, and teacher learning continue to be a critical part of CLTs. We now utilize formative assessments throughout the year that are predictive of the MAP. This allows us to respond and accurately ensure student success on state assessments. Special education and ELL teachers collaborate with classroom teachers to identify common goals and align instruction. As a 2014 National School of Character, character education has become who we are and we continue to refine and grow.

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

McKelvey is a data-rich environment in which assessment is used for three primary purposes: screening, monitoring, and diagnostic. Screening assessments provide evidence for identifying low and high-performing students who are at-risk for not having their needs met. These include but are not limited to:

- Scholastic Reading Inventory (SRI)
- Student Risk Screening Scale (SRSS)
- Nagliari Assessment
- Math Year-Long Screening
- Pre-Assessments

This slice of data provides critical information about instructional practices, curriculum, and pacing.

Assessments used for monitoring students' academic performance, monitor achievement and improvement, and track responsiveness to instruction. The following assessments are used formatively as an assessment for learning:

- Annual state assessments (MAPCommon assessments for ELA, Math, Science, and Social Studies)
- Fountas & Pinnell reading assessment
- Team-created formative assessments
- Conferring and anecdotal notes
- Check-in/ Check-out charts
- Teacher observations

This type of data is used most often, as it is vital to collaborative team decision making, informs instruction, and ensures students' academic, behavioral and social-emotional success.

When students are not benefiting from core instruction, McKelvey teachers and interventionists analyze diagnostic assessments to determine why. Such assessments lead to problem solving and action planning for individual and groups of students. Current diagnostic assessments include:

- Fountas and Pinnell reading assessment
- DRA2 reading assessments
- Systematic Instruction in Phonological Awareness (SIPPS) assessment
- Number Worlds diagnostic assessments
- Functional behavior analysis
- Behavior Assessment System for Children(BASC)

McKelvey's academic achievement data is transparent to parents, students, and the community. Teachers regularly share achievement results on all types of assessments listed above, including MAP results. Strengths and goals are communicated between parents, students, and teachers in order to share a common plan for improvement. Annual MAP data is presented in the school newsletter, community newspaper/ website, district town hall meetings and board meetings. McKelvey takes pride in their data. As an entire community, we celebrate successes while continuously planning for future school improvement.

Part VI School Support

1. School Climate/Culture

At McKelvey we teach our students that their voice matters and that they make a difference. We do this through focus groups, surveys, class meetings, buddy activities, and service learning opportunities. We focus on problem solving around the needs of children to make certain we are offering them the best education possible.

All children serve on at least one focus group which allows them to make decisions regarding how our building is run. We survey children every year to solicit their feedback to make certain we are keeping our standards high as judged by them. In 2014, 98.6% of children saw the staff as caring and involved. Staff members attend Culture Night, Meet the Teacher, Popsicles with the Principals, Reading Breakfast, Math Breakfast, Carnival, art shows, and musical performances.

Teachers host weekly class meetings allowing for children to have a voice. In math, reading, and writing time is spent conferring with individuals or small groups. We work to provide an environment where all feel success. At-risk students attend our before school tutoring sessions and students are intervened with in a flexible manner to best meet their needs. Students participate in a Mentor Program which pairs at-risk students with a mentor who checks in and participates in after school activities or a check in/check out program.

91.4 % of our students perceive their peers as friendly. Children are taught what respect looks and sounds like in all settings. This is done in setting norms for group work, class meetings, buddy activities and examining characters in stories. Staff models respect and commend children for respectful behavior. Teachers are trained how to intervene in bullying and to empower children to make a difference. Students are taught the definition of bullying, how to respond, and the importance of being proactive.

McKelvey highly values our home-school partnerships. PTO plays an active role in supporting McKelvey. Kindergarten families are transitioned with an early childhood visit, a bus safety assembly, a meet the teacher event, and our Boo Hoo Breakfast. The home-school connection is evident in our 100% parent-teacher conference participation.

Our staff survey indicated that 100% of staff members feel supported by administration. Administrators have an open door policy and value the thoughts and opinions of all. Our staff gathers every Friday for breakfast. In addition, we have a strong social community with a summer retreat, a variety of holiday gatherings and luncheons, and multiple happy hours. The turnover at McKelvey is limited primarily to retirements. All teachers have a voice in the daily workings of McKelvey and serve on one of our two building committees; Leadership or Character Education.

2. Engaging Families and Community

McKelvey recognizes that a solid home school connection is imperative in developing successful students and school improvement.

Our PTO helps us with many events throughout the year. They assist with the planning of our Abilities Awareness Week and the design of our yearbook and buzz book. Parents run our Special Person's Day and our McKelvey Carnival. Our PTO raises money through various fundraisers such as our monthly Popcorn Spirit Days. They provide each grade level with an additional field trip each year and have helped beautify the building with a new playground and benches. They purchased Smart Boards for each classroom to ensure our children had access to the most current technology.

We work to weave our Code of Conduct into everyday life at home. Each principal's newsletter has a character education piece that helps parents bring our Code of Conduct into the household with a variety of

fun and academic activities. In addition to our monthly activities, we provide a home side activity each trimester.

Throughout the year, we offer activities to educate parents on ways to help their children develop into well rounded learners. Examples include Reading and Math Breakfasts and Cultural Awareness Night. We host books studies for our staff, parents and Oasis tutors.

All new families are welcomed by a student ambassador and introduced to the principal, the assistant principal and the counselor. They are given a tour and introduced to various staff throughout the school. New parents are provided a handbook which shares our academic and social/emotional expectations.

We communicate our building expectations with the community by sharing our Code of Conduct with all that utilize the building. We work to be accommodating to any community members looking to use our facilities allowing us the opportunity to share our plan with many. We have worked on joint service learning projects with the Girl Scouts and the Boy Scouts. We have high school students meeting their necessary hours as A+ Tutors and Career Pathway's students. A few years ago, we began participating in Junior Achievement in a Day which brings many professionals from the community to teach our children. Each year we invite Veterans in for an assembly on Veterans Day. Oasis tutors are in daily to focus on reading and writing skills with our children.

3. Professional Development

McKelvey is a Professional Learning Community that consists of six grade level Collaborative Learning Teams (CLTs). Professional Development (PD) is an integral part of our school culture. In Parkway, we are very fortunate to be offered a variety of timely PD throughout the course of the year. This development revolves around teachers Professional Growth Plans as well as the vision of the district. In addition, teachers are provided opportunities to learn from national experts such as Grant Wiggins, William and Rebecca DuFour, as well as staff developers from Teachers College Reading & Writing Project to ensure current practices are relevant and innovative.

The teachers at McKelvey are learners. Every year our building has a clear focus that relates directly back to the district's mission & vision as well as to the work of our Collaborative Learning Teams. This focus relates to best practices and is the cornerstone of our building professional development throughout the school year. PD is provided in three venues: building wide, team level, and individually.

Building wide development takes place monthly at staff meetings. This development is to clearly communicate district wide messages about curriculum and instruction or it relates directly to the building focus. In addition, building development creates cohesion between specialists, teachers, and interventionists so all stakeholders can anticipate and respond to meet the newly emerging needs based on student performance.

As a grade level, CLT time provides ongoing professional development. Teachers meet weekly to unpack units of study, analyze student work, common score assessments, design formative assessments, plan for differentiation, create rigorous learning experiences and problem solve individual students. The math facilitator and instructional coach provide ongoing training to assimilate new knowledge and skills. This allows grade levels to make instructional shifts together and explore new ways to raise academic achievement.

At McKelvey we believe in job embedded professional development. The instructional coach and math facilitator provide direct support to increase capacity and sustain practice over time. Teachers participate in one-on-one coaching cycles that are focused on raising student achievement and ensuring effective instruction. The coaching cycle is tailored to meet the needs of both students and teachers. Teachers grow in their knowledge of curriculum, data use, differentiation, as well as in instructional strategies. McKelvey teachers are masterful teachers because of their desire to make continuous growth for school improvement.

4. School Leadership

The leadership philosophy at McKelvey is one of shared leadership with high expectations for all. All work ties back to both social and academic student growth. It is the principal's belief that every staff member and student at McKelvey has what it takes to be an expert or a leader in at least one aspect of our daily routines. She feels it is her responsibility to make certain that leadership roles are shared among all and that experts are developed throughout the building.

Each year, she reviews our mission/vision and school goals. She talks first with the building coaches and counselors to sketch out rough implementation plans. These plans are then taken to our leadership and character education committees for further review and discussion. We look at areas we are ready to move forward with, areas we might need to wait on, and areas we might need to revisit to solidify procedures. Once the plan is sketched out, it is shared with all through team meetings and staff meetings. Our principal refers to this plan as a living document as it requires flexibility throughout the year as needs change.

Every team at McKelvey is referred to as a Collaborative Learning Team (CLT), and has a CLT leader. These teams meet multiple times each week to review data, commonly score, review best practices, and unpack units. The CLT leader is the primary member responsible for communicating needs with administration and the building coaches. CLT leaders are developed in best practice as well as solid leadership.

Our students are developed as leaders within the building as well. All children serve on at least one focus group. This allows them to have a voice in what is done at McKelvey while also giving them ownership encouraging pride in their building.

Parents serve in leadership roles through their work in our active PTO and as members of our principal's parent advisory.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	77	83	67	58	59
Advanced	35	36	36	16	20
Number of students tested	79	98	93	102	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	3	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	68	56	57	28	29
Advanced	16	24	26	8	10
Number of students tested	19	21	35	25	21
2. Students receiving Special Education					
Proficient and above	100	59	50	18	53
Advanced	25	12	25	0	11
Number of students tested	12	17	20	17	19
3. English Language Learner Students					
Proficient and above	77	71	55	47	75
Advanced	46	17	27	11	50
Number of students tested	13	17	11	19	4
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	56	53	57	25	25
Advanced	17	7	33	0	6
Number of students tested	18	15	30	20	16
6. Asian Students					
Proficient and above	91	87	80	77	79
Advanced	61	47	47	23	63
Number of students tested	23	32	15	26	19

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	82	93	71	67	62
Advanced	32	36	38	20	10
Number of students tested	28	42	34	49	58
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: GAP					
Proficient and above	71	68	61	38	44
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	79	78	68	69	69
Advanced	44	35	28	25	22
Number of students tested	99	75	101	102	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	2	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	44	62	39	41	57
Advanced	33	10	17	10	7
Number of students tested	18	21	23	29	28
2. Students receiving Special Education					
Proficient and above	56	65	37	37	36
Advanced	22	24	16	20	27
Number of students tested	18	17	19	30	11
3. English Language Learner Students					
Proficient and above	46	71	43	50	50
Advanced	18	63	20	50	50
Number of students tested	17	8	15	2	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	58	67	56	39	43
Advanced	25	19	13	0	10
Number of students tested	12	21	16	23	21
6. Asian Students					
Proficient and above	79	79	80	87	93
Advanced	55	47	42	60	36
Number of students tested	29	15	26	15	14
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	87	79	70	77	72
Advanced	44	45	28	25	23
Number of students tested	48	29	50	60	47
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: GAP					
Proficient and above	57	73	50	50	58
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	76	75	76	75	67
Advanced	44	48	30	29	28
Number of students tested	71	88	96	87	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	53	44	50	69	50
Advanced	27	25	22	22	10
Number of students tested	15	16	32	36	30
2. Students receiving Special Education					
Proficient and above	50	56	52	30	58
Advanced	36	25	20	20	15
Number of students tested	14	16	25	10	33
3. English Language Learner Students					
Proficient and above	60	46	0	100	100
Advanced	40	46	0	25	50
Number of students tested	5	11	1	4	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	72	57	43	38	48
Advanced	39	14	10	10	19
Number of students tested	18	5	21	21	27
6. Asian Students					
Proficient and above	80	78	79	92	82
Advanced	60	61	64	39	46
Number of students tested	15	23	14	13	11
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	79	78	86	85	73
Advanced	41	48	31	33	29
Number of students tested	29	50	55	52	55
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: GAP					
Proficient and above	62	61	60	65	58
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	66	80	70	48	58
Advanced	31	46	39	20	20
Number of students tested	77	98	93	102	95
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	1	3	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	68	57	54	12	19
Advanced	21	19	20	8	10
Number of students tested	19	21	35	12	21
2. Students receiving Special Education					
Proficient and above	92	71	60	12	47
Advanced	25	35	25	6	21
Number of students tested	12	17	20	17	19
3. English Language Learner Students					
Proficient and above	27	50	50	24	75
Advanced	9	20	10	12	50
Number of students tested	11	10	10	17	4
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	50	60	57	25	25
Advanced	11	7	27	5	6
Number of students tested	18	15	30	20	16
6. Asian Students					
Proficient and above	59	80	71	71	68
Advanced	46	40	43	38	32
Number of students tested	22	25	14	24	19
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	91	76	51	62
Advanced	37	64	53	20	19
Number of students tested	27	42	34	49	58
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: GAP					
Proficient and above	55	70	61	26	40
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	66	80	70	48	58
Advanced	51	50	37	30	36
Number of students tested	93	74	100	102	83
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	3	2	1	1
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	68	57	54	12	19
Advanced	33	38	22	10	29
Number of students tested	18	21	23	29	28
2. Students receiving Special Education					
Proficient and above	92	71	60	12	47
Advanced	33	41	16	20	9
Number of students tested	18	17	19	30	11
3. English Language Learner Students					
Proficient and above	27	50	50	24	75
Advanced	27	43	21	50	50
Number of students tested	11	7	14	2	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	50	60	57	25	25
Advanced	17	33	38	13	19
Number of students tested	12	21	16	23	21
6. Asian Students					
Proficient and above	59	80	71	71	68
Advanced	50	57	36	40	57
Number of students tested	24	14	25	15	14
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	85	93	77	51	64
Advanced	62	55	42	37	38
Number of students tested	47	29	50	60	47
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: GAP					
Proficient and above	55	70	61	26	40
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>MAP Grade-Level Assessment</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>2014</u>
Publisher: <u>CTB/McGraw Hill</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Apr	Apr	Apr	Apr	Apr
SCHOOL SCORES*					
Proficient and above	76	75	71	69	62
Advanced	40	40	35	25	30
Number of students tested	70	88	96	87	94
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	1	2	2	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	47	50	47	58	43
Advanced	7	19	19	22	20
Number of students tested	15	16	32	36	30
2. Students receiving Special Education					
Proficient and above	64	50	40	20	42
Advanced	29	19	28	0	15
Number of students tested	14	16	25	10	33
3. English Language Learner Students					
Proficient and above	75	46	0	25	50
Advanced	50	18	0	25	0
Number of students tested	4	11	1	4	2
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above	61	71	38	52	52
Advanced	17	57	19	14	22
Number of students tested	18	7	21	21	27
6. Asian Students					
Proficient and above	71	87	79	77	91
Advanced	43	57	57	46	36
Number of students tested	14	23	14	13	11
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced					
Number of students tested					
9. White Students					
Proficient and above	83	72	82	73	62
Advanced	59	36	40	23	33
Number of students tested	29	50	56	52	55
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: GAP					
Proficient and above	67	61	51	56	48
Advanced					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced					
Number of students tested					

NOTES: