

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 Mr. Brett Huntsman

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

Official School Name Margaret Leary School

(As it should appear in the official records)

School Mailing Address 1301 4 Mile Vue Road

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

City Butte State MT Zip Code+4 (9 digits total) 59701-0000

County Silver Bow State School Code Number* 1569

Telephone 406-533-2550 Fax 406-533-2560

Web site/URL http://www.butte.k12.mt.us E-mail huntsmanbd@butte.k12.mt.us

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

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

Date

(Principal's Signature)

Name of Superintendent*Mrs. Judy Jonart E-mail: jonartjm@butte.k12.mt.us

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

District Name Butte School District Tel. 406-533-2500

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. Ann Boston

(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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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. 3 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	25	15	40
1	18	23	41
2	21	17	38
3	18	23	41
4	30	22	52
5	16	14	30
6	10	33	43
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	138	147	285

5. Racial/ethnic composition of the school:
- 2 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 18%

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	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	36
(3) Total of all transferred students [sum of rows (1) and (2)]	55
(4) Total number of students in the school as of October 1	299
(5) Total transferred students in row (3) divided by total students in row (4)	0.184
(6) Amount in row (5) multiplied by 100	18

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages:
8. Students eligible for free/reduced-priced meals: 49 %
 Total number students who qualify: 141

Information for Public Schools Only - Data Provided by the State

The state has reported that 49 % 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: 7 %
20 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>0</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>6</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>3</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>7</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>0</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	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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

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

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	93%	94%	94%	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: We believe our students are fine china!
Our china must be handled with care and polished with praise!

PART III – SUMMARY

The Margaret Leary Elementary School community lives by the following mission: “We believe our students are fine china! Our china must be handled with care and polished with praise!” Margaret Leary Elementary thrives on a culture of positive reinforcement.

The school community embraces the fact that many students arrive at school with diverse challenges. Students don’t leave these challenges outside the school doors when they arrive and pick up the challenges when they leave. The Margaret Leary Elementary community goes above and beyond school hours to help students succeed in all areas of life!

Margaret Leary Elementary serves students in grades K through 6. The school is located in a rural area of Butte, Montana, and would not be considered a neighborhood school as its population of students encompasses a vast area. The majority of students are bussed to and from school each day.

School-wide enrollment has been consistent during the past 10 years ranging between 290 and 330 students on average. As far as ethnicity, Margaret Leary Elementary’s population is not diverse as more than 90% of students are White/Non-Hispanic. Other ethnic groups attending Margaret Leary Elementary include American Indian / Alaskan Native; African American; and Asian.

Margaret Leary Elementary is a Title I school. During the past 10 years, the socioeconomic disadvantaged population has ranged in the 40th to 50th percentile.

Many special and unique programs have been implemented to encourage students to succeed beyond their potential. Some of these programs include: R.A.B.A.T, Meaningful Work Program, Margaret Leary Milers, and Hall of Fame!

R.A.B.A.T. is a program that reinforces students’ academic and social skills. RABAT stands for Reading, Attendance, Behavior, Assignments, and Tardy Free. Students are expected to achieve monthly goals for each of the aforementioned areas. Those students who achieve these goals attend a monthly RABAT party. Students also earn school money, Mustang Bucks, by achieving goals. Students are able to spend Mustang Bucks at the school store, Mustang Mercantile. The implementation of this program has had a significant impact on the culture of the Margaret Leary Elementary School community.

The Meaningful Work Program allows at-risk students to apply for school jobs. The jobs partner a student with an adult mentor. This allows students to develop one on one relationships with adults at school. Many of these students receive little or no one on one time with adults outside of school. While relationships are developed, students are also gaining ownership in their school. Jobs include teacher reading fluency assistants, school announcer, engineering assistant, etc.

The Margaret Leary Miler Club is an after school long distance running club. A two mile running course has been developed on school grounds. Students, teachers, and parents run together several days per week in the spring. The culminating activity for the club is a field trip to Helena, MT, to compete in the Montana Governors’ Cup 5K Road Race.

Hall of Fame is a program that was developed to challenge high performing students. All 4th, 5th, and 6th grade students are given an assessment in October. Students scoring highest on the assessment qualify to compete in the Hall of Fame challenge. These students are given a study packet which includes material from all six core subjects. The challenge is presented in a Jeopardy style format. Students who achieve 75% or more of the total points possible in the challenge are inducted into the Margaret Leary Hall of Fame. These students have their names engraved on a school plaque and receive Hall of Fame sweatshirts. The top five students advance to the City Hall of Fame Championship. This program was developed at Margaret Leary Elementary and has been expanded to include all elementary schools in the Butte School District.

Other programs which have been implemented include Family Math and Reading Nights, Robotics Club, After School and Summer School Academic and Enrichment classes, Kindergarten Jump Start classes for incoming kindergarten students, Mustang Mentors, Positive Parent Postcards, the 200 Club, Big Brothers and Sisters, and Reading Rocks!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Margaret Leary Elementary endures a rigorous process when writing, adopting, and implementing curriculum. Curriculum is written, adopted, and implemented through alignment with the Montana Common Core Standards. Curriculum revisions are ongoing as school and district data teams meet regularly to identify needs of students. All curriculum programs adopted are research and evidenced based. Curriculum committees are developed when writing, adopting, and selecting new curriculum programs. These committees utilize a rigorous process designed around standards and best teaching practices.

ELA PROGRAM

The current ELA curriculum is a direct instruction program which is aligned with the Montana Common Core standards. Students participate in a daily 90 minute reading block which embraces grouping by ability level. More than 50% of students are reading at one grade level above the current grade level placement. The 90 minute reading block is followed by a 30 minute intervention or enrichment period later in the day.

Students participate in daily fluency work throughout the school year. Fluency strategies include Reading First strategies such as reciprocal reads, echo reads, and lead-test model reads. Fluency is tracked weekly and assessed three times per year using DIBELS (Dynamic Indicators of Basic Early Literacy Skills). Students who are at risk are assessed weekly with the utilization of a DIBELS progress monitoring tool.

With the implementation of the Common Core, a supplementary reading program was added to the core program to address higher level critical thinking skills. This program provides questioning that embraces the higher levels of Bloom's Taxonomy. The program includes extensive writing which stresses the importance of providing evidence to support student opinions in their answers.

Additional supplementary programs are utilized for intervention and enrichment in primary and intermediate grades. Primary grades utilize a phonics program while intermediate grades utilize a high level multisyllabic decoding program to address student needs.

With the adoption of the new standards, a major emphasis has been placed on writing across the curriculum. A Common Core aligned writing curriculum was designed and implemented during the 2013-14 school year. The curriculum includes daily focused free writes and writing assignments for each of six grading periods. Students dedicate six weeks each grading period to writing and revising Arguments, Informative Pieces, Narratives, and a Research Piece designed around Montana's Essential Understandings of Native American Culture.

MATH PROGRAM

A new Common Core aligned mathematics program was adopted and introduced during the 2012-13 school year. Each lesson is designed around a common core priority standard. The lessons include essential questions, digital paths, fluency builders, and literature components.

Response to Intervention activities are included which provide differentiated instruction activities to meet the learning needs of ALL students. Tier 1 and 2 activities include visual, kinesthetic, whole class, and small group instruction. Enrichment activities and language support activities are also provided with each lesson.

The math program provides formative and interim as well as summative assessments to monitor student progress on a daily, weekly, and monthly basis. A standards practice book is provided to reinforce skills throughout the program.

Margaret Leary Elementary also provides additional support and enrichment by utilizing several

supplementary programs. Students participate in an individualized digital program during the school day and before/after school. This program is computer adaptive or individualized for each student. Margaret Leary Elementary also provides additional fluency practice 1 to 2 times per week as homework. Students are reinforced for completing fluency work with a weekly raffle.

GUARANTEED VOCABULARY

All grade levels have a guaranteed math and ELA vocabulary list. This is a list of 30 words which is taught all year. These words are to be taught to long term memory. Students are introduced to one word per week and review all words each week as the year progresses. Students are quizzed every 6 weeks. The words selected as guaranteed vocabulary words are those that will help students be successful in the real world. Guaranteed vocabulary will be developed for science and social studies as well.

SCIENCE AND SOCIAL STUDIES PROGRAMS

Science and Social Studies programs at Margaret Leary Elementary are evidence and research based. These programs have been and continue to be aligned with the Common Core State Standards by implementing close reads and teaching students to read like scientists and historians. Writing within these curricular areas is a focus of the programs.

The Margaret Leary Elementary staff is dedicated to ensuring students' engagement rates when presenting lessons. Lessons are designed to be hands on, cooperative learning experiences. Highlights of these programs include school-wide science days in which students spend the day rotating to different teachers and performing theme based science experiments. Social studies lessons are designed to bring history to life!

2. Other Curriculum Areas:

Margaret Leary Elementary students participate weekly in Art, PE/Health, Music, Technology, and Library. Specialists provide this instruction for students in grades 3 through 6. Students in grades K-2 are provided this instruction through their regular education teacher.

In addition to the aforementioned curricular areas, students also have the opportunity to participate in curriculum clubs provided within the school day, before school, after school, and during the summer each year.

Curriculum for these areas are designed with alignment to the state content standards and have been further aligned with the Common Core State Standards in the past three years. All content area specialists participated in six days of Common Core training provided by Marzano Research Laboratories. This training focused on enriching already existing curriculum while providing strategies to support core curricular areas. Curriculum is designed with the major focus being the development of skills which will develop the whole child and enable him or her to be successful in the real world.

Margaret Leary Elementary has a full time technology teacher. Students attend technology classes two to three times per week. Students study various content area standards including coding, typing skills, research, network etiquette, publishing works related to Montana Indian Education for All, etc.

Margaret Leary Elementary offers a Robotics program during the school year. Students attend after school sessions throughout the school year. These sessions are dedicated to programming robots to complete various missions. Students also work on skits dedicated to various predetermined problems. The culminating activity for the Robotics program is competing at the state robotics competition held each spring.

Additional intervention and enrichment activities for Margaret Leary students are offered before school, after school, and during the summer. These programs are made available through Title I and the 21st Century Learning Center Grant.

Margaret Leary Elementary develops an “Emergency Room” list of students each year. This list is generated through data analysis and targets students at risk in various subject areas. These students are enrolled in before and after school programs that utilize small group instruction and individualized technology based programs. These students are also enrolled in extended learning opportunities during the summer to further intervene with deficits determined by data analysis of various assessment measurements utilized during the school year.

Incoming kindergarten students participate in a summer program, Jumpstart, to develop kindergarten readiness skills. Students become familiar with basic skills and behaviors that will enable them to be successful in school.

Enrichment activities are also offered during the summer. These activities include camps involving health/recreation, technology, robotics, culinary arts, art, science, etc. These activities are engaging and help tap into student interests.

3. Instructional Methods and Interventions:

Instructional methods utilized at Margaret Leary are designed to encourage high engagement rates. Methods being used are Direction Instruction techniques, Reading First techniques, Cooperative Learning techniques, and MAX (Motivation, Acquisition, and Extension) techniques. These techniques ensure mastery of content and engagement of all students. A teacher’s main duty is to be PERKY and not POKEY!

Teachers have been trained to use unpredictable questioning techniques by asking a question, providing wait time, and calling on students, groups, or the whole class in an unpredictable manner. By doing this, students are constantly engaged as questions are delivered in a fun, engaging, and unpredictable manner. Teachers use index cards with all students’ names listed. High achieving students’ names are listed on one card; average students’ names are listed on two cards; and at risk students’ names are listed on three cards. This ensures that all students are given opportunities to respond. In addition to this, students may be responding as a whole group or small group throughout lessons.

Positive reinforcement is a technique used that has become an important component of the Margaret Leary Elementary culture. Margaret Leary staff realizes the importance and significance of reinforcing positive occurrences during lessons and during the school day. The staff understands that what gets reinforced gets repeated. Staff also understands that every negative should be replaced with three positives. The elimination of all negatives has become another element of the Margaret Leary Elementary culture. Because of the utilization of positive reinforcement, students learn in a comfortable and supporting environment that encourages students to take risks and ask questions.

All teachers have been trained in how to develop higher level, critical thinking questions. These questions are utilized in a Socratic learning environment where the teacher facilitates a whole class discussions.

One cooperative learning strategy utilized is called Numbered Heads Together. During this activity, students have the opportunity to learn from each other. The teacher provides a problem or question for students. Students work individually on the problem for a minute or two. The teacher then asks groups to “put their HEADS TOGETHER” to work on the problem. During this component of the strategy, students teach each other. The teacher calls on one person from each group to give and explain his/her answer. There is accountability for all students in the group while learning from each other.

The aforementioned strategies are a few that have become part of the Margaret Leary Elementary culture. Teachers also utilize strategies such as specific correction procedures, games, Connections Learning Centers, etc. Margaret Leary Elementary embraces a teaching culture in which teachers are facilitators, not dictators who dominate lessons. Students are actively engaged in each lesson!

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Margaret Leary Elementary School's test scores for all groups have consistently increased since 2005-2006. Until last year, all Montana schools participated in the MontCas (Montana Comprehensive Assessment System). The main focus of this system was an assessment of students' progress in reading and mathematics.

Students could achieve one of four different levels of the MontCas Assessment in reading and math. Students could score Advanced, Proficient, Nearing Proficient, or Novice. This narrative addresses the final 2 years of the MontCas Assessment. The following paragraphs will highlight those results.

School Year 2012-2013

During the 2012-13 school year, 98% of students in grades three through six scored proficient or advanced on the reading assessment. In analyzing subgroups for the reading assessment, 98% of white students scored proficient or advanced, and 98% of economically disadvantaged students scored proficient or advanced. Of the 98% of students scoring proficient or advanced, 65% scored advanced on the 2012-13 MontCas Reading Assessment. No 10% gaps existed between all students and subgroups.

During the 2012-13 school year, 92% of students in grades three through six scored proficient or advanced on the mathematics assessment. In analyzing subgroups for the mathematics assessment, 93% of white students scored proficient or advanced, and 86% of economically disadvantaged students scored proficient or advanced. Of the 92% of students scoring proficient or advanced, 63% scored advanced on the 2012-13 MontCas Mathematics Assessment. No 10% gaps existed between all students and subgroups.

School Year 2011-2012

During the 2011-12 school year, 97% of students in grades three through six scored proficient or advanced on the reading assessment. In analyzing subgroups for the reading assessment, 97% of white students scored proficient or advanced, and 96% of economically disadvantaged students scored proficient or advanced. Of the 97% of students scoring proficient or advanced, 62% scored advanced on the 2011-12 MontCas Reading Assessment. No 10% gaps existed between all students and subgroups.

During the 2011-12 school year, 89% of students in grades three through six scored proficient or advanced on the mathematics assessment. In analyzing subgroups for the mathematics assessment, 89% of white students scored proficient or advanced, and 85% of economically disadvantaged students scored proficient or advanced. Of the 89% of students scoring proficient or advanced, 56% scored advanced on the 2011-12 MontCas Mathematics Assessment. No 10% gaps existed between all students and subgroups.

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

Initially results are reviewed and analyzed by Margaret Leary Elementary School's Continuous School Improvement Team (CSIP Team). Results are analyzed by specifically looking at results by content standards. The team reviews results for each standard and develops a plan to address any areas of concern within the standards.

After the analysis is completed by the school CSIP Team, a presentation is developed to share with staff and parents. A school presentation is shared with all staff along with the plan to address areas of concern. A parent presentation is shared at the school's Open House in the fall, and an additional presentation is shared at a Parent Assessment Meeting hosted in the spring before the summative assessment. In addition to the staff and parent presentations, brochures are developed to post on the school's website, and the brochures are sent home in students' initial report cards each year. Individual student results are reviewed at parent teacher conferences.

Results are used to drive instruction during weekly grade level data meetings. The plan developed by the CSIP team is further explained in these meetings and individual goals are developed for each student and reading/math groups. Data from the core reading and math programs along with additional assessment data is utilized during these grade level data meetings to guide instruction as well.

Margaret Leary Elementary utilizes additional assessments to design instruction. Teachers utilize MAP data (Measures of Academic Progress) for reading and math; DIBELS data (Dynamic Indicators of Basic Early Literacy Skills); and core program formative/interim/summative assessment data. Margaret Leary will also be utilizing the Smarter Balanced Digital Library assessments to inform instruction in the future.

Part VI School Support

1. School Climate/Culture

Margaret Leary Elementary supports students' academics, social growth, and emotional growth through a systemic process promoting positive reinforcement programs and "teaching the other side of the report card." Various programs and processes have been developed to provide a positive culture for students and staff.

Margaret Leary Elementary has developed universal expectations for all students, staff, and parents. The expectations are posted throughout the school. The school community is taught how to achieve these universal expectations. The school has the same universal expectations for all students in terms of classroom behavior, office behavior, hallway behavior, lunchroom behavior, assembly behavior, playground behavior, etc. These behaviors are the "other side of the report card" which need to be taught. Students learn and practice these behaviors everyday throughout the school year. This provides school-wide positive structure and support for the school community.

Margaret Leary Elementary has implemented programs that reinforce students for meeting or exceeding these universal expectations. The 200 Club recognizes seven to ten students per day who demonstrate positive behaviors in the school that are aligned with the universals. These students' parents receive a positive parent phone call each day, and their names are entered into a raffle. In addition to these phone calls, every teacher mails one or two positive parent postcards each week. These postcards compliment students on positive behaviors that have been exhibited at school during the week.

Margaret Leary Elementary has adopted an Anti-Bullying Program that provides students and staff with skills to intervene with situations regarding bullying incidents. Weekly classroom meetings are held to discuss situations that might be or could occur during students' lives. Teachers and the school counselor discuss the bullying circle; how to include excluded students; and how to ask for or provide assistance for students in need.

The teaching culture at Margaret Leary is characterized by an environment that promotes diligence and doing whatever it takes to help students be successful in school and in life. Teachers who exhibit these qualities are quickly accepted as being part of the team! Principal's Advisory is held twice per month to allow teachers to anonymously address any ideas or concerns they may have. Staff celebrations are held throughout the year to constantly and continuously thank teachers for going the extra mile for their students and each other!

2. Engaging Families and Community

One of Margaret Leary Elementary School's foremost strengths is its connection with families and the community. Various activities are hosted to promote family involvement while community organizations are utilized to enhance the academic, social, and emotional growth of students.

Margaret Leary Elementary has hosted Family Math Nights each year. Families are invited to school on an evening to learn and play math games. These games are an extension of the core math curriculum. The games are provided for families to utilize at home and further enhance students' math skills. The parent teacher organization assists by providing a meal for families on this night.

Margaret Leary Elementary also has developed Family Reading Nights and Family Math Fluency Nights as an integral part of its school culture. Each Monday and Wednesday, students take home Family Reading Night raffle tickets. Students read with family members, fill out the raffle ticket, and return it to school the following day to be entered in a weekly raffle. The same process is initiated on Tuesdays and Thursdays for Family Math Fluency night. Students work on math facts on these nights.

Margaret Leary Elementary hosts an Open House each fall to welcome all families. Kindergarten Roundup

is held each spring for new kindergarten families. This allows families to meet teachers, learn about curriculum, and become comfortable with their new school. Other parent involvement activities include winter and spring concerts, a meeting regarding assessment and test scores, school carnival, and participation of parents in the Margaret Leary Milers Running Club.

Margaret Leary has also partnered with various community organizations to enhance students' lives. Big Brothers and Sisters, Altacare Mental Health Services, YMCA, Homestake Lodge XC Ski Program, Butte Ski Club, Butte Silver Bow Community Health, Butte Cares, Butte Silver Bow Health Department, North American Indian Alliance, Butte Education Foundation, Montana Tech of the University of Montana, etc. are a few of the organizations that are consistently involved with the school to help develop the whole child!

3. Professional Development

Margaret Leary Elementary School's CSIP Team and the district curriculum director determine professional development needs each year. Needs are driven by standards; student data analysis; and yearly teacher surveys. The team understands that professional development is on-going for all staff.

Professional development is delivered through district-wide professional development days and through weekly school meetings. Margaret Leary Elementary has implemented a Mustang Mentors program that provides weekly common planning time for professional development.

A school instructional coach is instrumental in providing professional development throughout the school year. The coach works with the district curriculum director and other district coaches to provide on-going professional development for all teachers while serving as a mentor for new teachers. The coach provides training for implementation of new programs and ensures that the programs are implemented with fidelity through year-long daily walk-throughs and side by side coaching. The coach also hosts professional development data meetings twice per month with each grade level. These meetings give insight into professional development needs for various grade levels and the entire school.

Another key component of professional development at Margaret Leary Elementary School is providing follow-up professional development. "One shot" professional development is not effective. Continual follow up sessions for core areas are provided yearly for staff.

A clear example of how activities impact school improvement is the utilization of various professional development which was provided by the Reading First Initiative. The implementation of a new core reading program over a decade ago was complemented by school participation in Reading First training. Due to the combination of these two curriculum adoptions, Margaret Leary Elementary began to experience great success with students' reading abilities. Because of this, Margaret Leary provides professional development regarding the core curriculum and Reading First every year, and throughout the year. The school has developed a "Focus of the Month" that is dedicated to specific areas of the curriculum and teaching strategies. This "focus" is determined by analyzing student data each month.

Teachers and administrators are dedicated to attending professional development sessions as a team. Margaret Leary Elementary is cognizant of the power of embracing professional development from the top down and bottom up. All stakeholders need to be involved for successful implementation and on-going success.

4. School Leadership

School leadership lives by the philosophy that a leader will make a significant difference by being visible, being involved, being positive, and surrounding him/herself with great educators. Decisions are made based on what a school's best teachers would embrace. As a leader, decisions should be made based on what the school's best teachers would think. As a teacher, decisions should be made based on what the

class's best students would think. This is an embedded philosophy of the Margaret Leary Elementary culture.

Leadership also embraces shared and data based decision making. Decisions made for the betterment of student learning are determined by data analysis. Margaret Leary Elementary consistently and constantly analyzes student data throughout the year. Teams make student decisions based on data.

As mentioned earlier in the National Blue Ribbon School application, Margaret Leary Elementary lives by the motto, "We believe our students are fine china! Our china must be handled with care and polished with praise!" Leadership walks this talk each and every day in the classrooms, in the hallways, in the lunchroom, in the office, on the playground, and in the community. A leader needs to live by the philosophy of the school each and every day, and he/she needs to model it for the school community!

The school has a unified and well-functioning team of leaders as evidenced by the success Margaret Leary has experienced in implementing curriculum, programs, and various initiatives. Past success has empowered the leadership team as the staff trusts and respects the team. Staff members are on the same page in doing what is best for the school and its students. Change is difficult for many, but the school culture has adopted the philosophy, "If it's not broken, don't fix it. BREAK IT, and make it even better!"

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>MontCas CRT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	98	87	87	92	72
Advanced	74	67	63	54	52
Number of students tested	34	46	38	37	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	81	78	87	75
Advanced	67	45	61	47	50
Number of students tested	15	22	18	15	24
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	99	91	89	91	69
Advanced	75	69	64	53	48
Number of students tested	32	45	36	34	42
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	79	91	98	72	87
Advanced	36	67	53	36	52
Number of students tested	47	42	43	47	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	67	100	91	69	88
Advanced	29	50	48	19	53
Number of students tested	21	16	23	26	17
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	78	95	95	71	87
Advanced	43	66	53	38	51
Number of students tested	46	41	36	42	45
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	91	87	78	81	86
Advanced	55	67	58	48	56
Number of students tested	42	45	40	48	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	95	79	70	71	67
Advanced	45	58	50	33	42
Number of students tested	21	19	20	24	12
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	93	100	80	91	88
Advanced	55	81	61	46	58
Number of students tested	40	36	36	46	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	89	78	81	68	74
Advanced	55	54	48	44	37
Number of students tested	44	41	48	45	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	86	75	81	50	56
Advanced	41	45	43	28	28
Number of students tested	17	20	21	18	18
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	94	79	81	72	74
Advanced	60	53	47	49	37
Number of students tested	35	38	47	39	41
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	100	96	95	94	86
Advanced	71	61	61	59	43
Number of students tested	34	46	38	37	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	100	95	94	93	92
Advanced	60	45	50	53	29
Number of students tested	15	22	18	40	24
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	100	95	94	94	85
Advanced	72	62	61	56	40
Number of students tested	32	45	36	34	42
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	94	99	96	81	91
Advanced	51	60	47	38	43
Number of students tested	47	42	43	47	46
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	95	94	91	85	94
Advanced	33	44	26	31	41
Number of students tested	21	16	23	26	17
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	93	93	94	83	91
Advanced	52	61	50	38	44
Number of students tested	46	41	36	42	45
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>5</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Progress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	96	100	95	96	91
Advanced	67	73	70	56	65
Number of students tested	42	45	40	48	43
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	90	100	95	96	77
Advanced	65	58	65	50	33
Number of students tested	20	19	20	24	12
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	96	100	94	94	90
Advanced	68	81	72	57	65
Number of students tested	40	36	36	46	40
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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>MontCas CRT</u>
All Students Tested/Grade: <u>6</u>	Edition/Publication Year: <u>N/A</u>
Publisher: <u>Measured Porgress</u>	

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
Proficient and above	95	95	94	91	93
Advanced	68	63	71	60	56
Number of students tested	44	41	48	45	41
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment					
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above	94	100	91	94	89
Advanced	53	60	67	33	39
Number of students tested	17	20	21	18	18
2. Students receiving Special Education					
Proficient and above					
Advanced					
Number of students tested					
3. English Language Learner Students					
Proficient and above					
Advanced					
Number of students tested					
4. Hispanic or Latino Students					
Proficient and above					
Advanced					
Number of students tested					
5. African- American Students					
Proficient and above					
Advanced					
Number of students tested					
6. Asian Students					
Proficient and above					
Advanced					
Number of students tested					
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced					

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
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	98	95	93	92	93
Advanced	71	63	70	64	56
Number of students tested	35	38	47	39	41
10. Two or More Races identified Students					
Proficient and above					
Advanced					
Number of students tested					
11. Other 1: Other 1					
Proficient and above					
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: