

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mr. Robert J. Gardella, Jr.

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

Official School Name Southern Boulevard School

(As it should appear in the official records)

School Mailing Address 192 Southern Boulevard

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

City Chatham State NJ Zip Code+4 (9 digits total) 07928-1324

County Morris County State School Code Number* 270-785-080

Telephone 973-457-2509 Fax 973-457-2496

Web site/URL http://www.chatham-nj.org E-mail rgardella@chatham-nj.org

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*Dr. Michael LaSusa

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

E-mail: mlasusa@chatham-nj.org

Other)

District Name The School District of the Chathams Tel. 973-457-2520

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. Jill Critchley Webber

(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. 0 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	47	44	91
1	45	48	93
2	80	61	141
3	70	62	132
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	242	215	457

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 14 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 76 % 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: 6%

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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1	452
(5) Total transferred students in row (3) divided by total students in row (4)	0.055
(6) Amount in row (5) multiplied by 100	6

7. English Language Learners (ELL) in the school: 2 %
9 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: Chinese, Greek, Korean, Russian and Spanish
8. Students eligible for free/reduced-priced meals: 1 %
 Total number students who qualify: 4

Information for Public Schools Only - Data Provided by the State

The state has reported that 16 % 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: $\frac{16}{77}$ %
 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>12</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>33</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>5</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>24</u> Speech or Language Impairment |
| <u>0</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>0</u> Developmentally Delayed |

10. Use Full-Time Equivalent (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	19
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	19
Paraprofessionals	20
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	9

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 24:1

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	96%	95%	96%	96%	96%
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: Our mission is to develop, inspire and empower learners with the skills needed to communicate, collaborate, think critically and solve problems effectively.

PART III – SUMMARY

Located 25 miles to the west of New York City and situated at the edge of The Great Swamp wildlife refuge, Chatham Township is home to Southern Boulevard School. Originally a 10- classroom school, our school was situated among acres of farmland when its doors were opened in 1929 to serve the prodigy of local rose growers. Now, bound to a suburban community whose profile includes finance executives, physicians, artists, attorneys, landscapers, educators and more, we are a kindergarten through 3rd grade school, brimming with 28 classrooms and 460 students. It has evolved into a community hub--where teachers, students, parents and other community members work side by side tending to the cultivation of creative minds and caring hearts.

Our journey together is grounded in an educational philosophy which reflects “whole child education.” We provide a strong foundation in core subjects which include reading, writing and math, and we do so in ways that are both challenging and engaging to all learners. Teachers in all disciplines collaborate to ensure the growth of each learner in areas of creative expression, critical thinking, problem solving and communication.

Literacy is an essential component of any K-3 curriculum; reading is considered to be a gateway through which success will be found in all other disciplines. Our library/media center is at the heart of this journey. With a collection of 26,000 books and other materials, our students learn to love reading. They learn to research, to write and to design presentations. An extensive library volunteer program welcomes parent involvement in annual reading incentive programs. Literacy education is further supported through creative writing initiatives whereby students write their own stories and then perform them using puppetry. Our librarian, himself a puppeteer, engages us all in interactive, original puppet shows exploring the virtues of reading and respect for cultural differences while acknowledging the importance of kindness and laughter.

The arts are an integral part of any program that espouses the “whole child” philosophy. In addition to rich art and music curriculums, SBS has instituted both art and music history components to its program. Initially launched with grant funding from the Geraldine R. Dodge Foundation, our “Meet the Masters” program invites parents to art and music classes to deliver presentations on great artists and musicians. Students respond by painting in the styles of Michelangelo, Rembrandt and O’Keefe. They react to Beethoven and Mozart through movement and dance. Grant monies allowed our art teacher to travel to France to study the gardens of Monet. Upon her return, the school converted an open courtyard space into a replica of Monet’s masterpiece landscape; a quiet, peaceful haven where classes are brought to seek inspiration for their own creative writing while enjoying the beauty of nature.

Our design and technology curriculum is grounded in principles of math, science, creative thinking and respect for shared ideas. This program is rich with opportunities for collaborative problem-solving and inquiry, evidence of iSTEM education in action. Once a space for learning keyboarding and computer operations, our technology lab now bustles with the excitement of students collaborating at tables and on the floor, their small hands grasping manipulatives and their young minds inventing, designing and creating.

Our whole child approach seeks to use the best of educational principles and character education to allow us all to serve students with special needs. We house two classrooms dedicated to the education of students diagnosed with autism. The specially trained and highly respected teachers in this program have brought new understanding to all of us. An annual Autism Awareness Day brings a special focus to the needs of these children and their families. Moreover, the integration of these students into our classrooms allows kindness, compassion and understanding to blossom every day in our teaching spaces, in our hallways and on our playground. A pet therapy dog now resides in these special classrooms and her presence is promoting educational, social and cognitive development.

We recognize the importance of health as a foundation for successful learning. Our nurse, our school counselor, our dining services and our health and physical education teachers all work together in an integrated approach to wellness. Our health and physical education programs focus on empowering students through good decision making, the development of lifelong fitness, and good sportsmanship. Social and

emotional growth are buoyed through our “Second Step” character education program, and our on-site counselor who supports students in navigating respectful relationships in school and beyond.

Our success as a school could not be possible without the 90+member staff which functions like a large and caring family. We support each other both instructionally and personally. This camaraderie exudes a positive atmosphere and fosters a professional and caring environment for students and parents. Not only do students love coming to school, the adults do as well!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Southern Boulevard’s Common Core curriculum and instructional methods have been developed through a collaborative process focused on implementing best practices. Our English and Language Arts (ELA) program reflects our commitment to balanced literacy, and includes Shared Reading, Reading Workshop, Writing Workshop and Word Study. Materials encompass a wide selection of fiction and nonfiction texts. The gradual release of responsibility model is the method of instruction used at all grade levels for teaching reading skills. Word-solving and comprehension strategies are taught during mini-lessons and are reinforced as needed within guided reading groups and independent reading. Emergent and early readers progress through the early stages of reading through the use of instructional strategies focused on the foundational skills as identified in the Common Core.

A hallmark of the SBS program is a focus on collaboration between the general education teachers and the instructional support teachers. All teachers have been trained through workshops and through professional reading. The DEVELOPMENTAL READING ASSESSMENT (DRA) and WORDS THEIR WAY spelling inventories are administered to students three times a year. Data is collected and reported in online documents which enable us to identify strengths and weaknesses. Students who are below the benchmark are provided with supplementary instruction by our highly trained Basic Skills teachers who use additional progress monitoring tools, including the DRA PROGRESS MONITORING ASSESSMENT. The Orton-Gillingham method, in addition to other research-based programs, are used to assist our students with IEP’s to meet reading benchmarks.

We embrace a balanced-math approach that affords students the opportunity to work both independently and in groups to spark conceptual understanding, computational fluency and the skill of application. The envisionMath program, aligned with the Common Core, reflects our commitment to enhancing understanding through problem solving, use of technology, online testing and personalized learning.

Our Guided Math framework allows teachers to differentiate based on student need. Each student has an IXL account to practice personalized activities that enhance computational fluency. Teachers administer pre-assessments for each topic and use these data to form instructional groups. Assessments are administered online and students complete District-wide standards-based problems monthly. Task-specific rubrics and protocols such as Achieve’s eQuIP Student Work Protocol are used to analyze student work and to inform future instruction. Data analysis demonstrates that our math instruction has resulted in a consistent increase in the number of students scoring at the Advanced Proficient level on NJASK3.

Struggling students in ELA and math are identified by assessment criteria. Students who qualify for our Basic Skills Instruction program receive small group instruction until they are able to work successfully in the mainstream. Highly able students are introduced to the Renzulli Learning System. This interactive, online learning program focuses on individualized assessment of children’s interest, preferred methods of engagement and self-directed learning.

The social studies curriculum is designed to prepare young learners to become knowledgeable, responsible and contributing citizens in a global society and to help them recognize the interdependence of the many peoples of the world. Looking at themselves through the lens of “My Self”, “My Place”, and “My World”, students study families, neighborhoods and communities. Together, we explore our heritage and our pride as Americans and New Jerseyans. The teaching of map and globe skills enhances our understanding of our world. Units of study in grades K-3 include: Who Am I and How Did I Get Here? What is Change and How Does it Happen? What is Fair and Who Makes the Rules?

The science curriculum is delivered through the utilization of research-based methods allowing students to explore each unit through a variety of hands-on experiences. Topics for grades K-3 include; Being Like a Scientist, Physical Science, Life Science and Earth Systems. Experiments are inquiry-based as students engage, explore, explain, elaborate, and evaluate through the use of topic-specific science kits. A visitor to

our classrooms may see newly hatched ducklings in incubators or the chrysalis of a monarch butterfly before its release from its temporary home. Our on-site SBS Wildlife Habitat provides students with an on-site outdoor laboratory for real-life experiential engagement. This unique feature of our campus, linked with our iSTEM initiatives, invites opportunities for conducting research, for hands on exploration and forging a caring and inquisitive relationship with the natural world around us.

2. Other Curriculum Areas:

The children at SBS are motivated learners; equally motivated in their enthusiastic participation in Music and Visual Arts. Students in grades 1-3 receive 40 minutes of weekly instruction in both Music and Art where they develop an aesthetic awareness and lasting appreciation of music, both history and theory. They experience elements of music through song and movement and find opportunities for telling stories and communicating emotion through art. Vocal concerts and annual art shows are highly anticipated forums for showcasing artistic development in the musical and visual realms.

Teachers seek opportunities to link the arts with classroom learning, mindful of the academic benefits that can be realized through this practice. Our Meet the Masters program invites this as well; at any time, one might find a poster of Mona Lisa gazing over the workings of a kindergarten classroom and the sounds of Beethoven inspiring the writing and reflecting of our third graders during Writing Workshop.

Extra-curricular opportunities for further artistic expression are provided as an extension of the school day. Third graders can deepen their musical experience through participation in Chorus, Tone Chimes and String Ensembles. These experiences are designed to provide the students with the feelings of accomplishment that come with being part of a performing group. Enrichment programs for grades K-3 extend the reach of our elementary art curriculum by allowing exploration and expression in a variety of mediums such as pottery and jewelry making.

The Design and Technology (D&T) program at SBS introduces students to integrative Science, Technology, Engineering, and Mathematics (iSTEM). The program is based on the Engineering by Design framework developed by the International Technology and Engineering Educators Association. Classes focus on the acquisition of computer and technological literacy skills including conducting research on the Internet, word processing and presentation creations. Students engage in activities which foster the necessary strategies to achieve higher level problem-solving skills that are necessary to make cross-curricular connections, share knowledge and apply that knowledge to real-world situations.

The technology lab is equipped with a SMARTBoard and twenty-four desktop computers. Students conduct research using teacher-selected websites, create PowerPoint presentations and compose stories. The D&T classes meet for 40 minutes once a week for students in grades K-3. The program encompasses hands-on, project-based learning, authentic problem solving, collaboration, innovation and critical thinking. Students engage in the Engineering Design Process by using the steps of the process; Ask, Imagine, Plan, Create and Improve to actively generate ideas and solutions.

Technology is also infused throughout the day for all students. Each classroom at Southern Boulevard School hosts an interactive SMARTBoard and document camera. Additionally, classrooms for Kindergarten through grade two house eight Dell Netbooks, and grade three students utilize Chromebooks for cross-curricular activities.

Health and Physical Education classes are offered 120 minutes each week for grades 1-3. Physical Education programs are designed to demonstrate and teach skills to support and maintain health and wellness, while generating confidence and competence with gross and fine motor skills. Throughout their Physical Education experiences, students engage in activities that utilize guided discovery, adventure education, games, rhythm, dance and conditioning. These activities promote the understanding of rules, the importance of sportsmanship, the ability to make independent choices and sharing a common goal of supporting and cooperating with one another as a team--lessons that are valuable beyond the classroom.

Also valued for its positive impact on student well-being both now and as they grow beyond our elementary

school reach, is our Health curriculum. Students acquire an understanding of their personal growth and development during Health classes. Our curriculum encompasses lessons in nutrition, character building, personal safety and citizenship.

All students (K-3) attend Library once a week for 40 minutes. Our library curriculum supports classroom literacy initiatives among all students using a multitude of strategies. Reading, writing and public speaking are all nurtured here. First graders participate in “Reader’s Theater”. Second and third graders learn to conduct research and create presentations using PowerPoint software. Creative writing and public speaking are fostered, supported and celebrated through opportunities to write Fractured Fairytales and the use of puppetry. This space, indeed the hub of our experience, is where ideas and all curricular initiatives intersect with wild imaginations.

3. Instructional Methods and Interventions:

“Meaningful use of data in school means giving all students the opportunity to achieve at high levels.” This quote from a recent issue of Educational Leadership (p. 49, Vol.72 No.5) describes well what Southern Boulevard teachers know about assessment. They know that data is used for instructional improvement that provides results for all students. Data from English Language Arts and Mathematics formative and summative assessments are used to inform instruction at SBS. Teachers' ongoing analysis of data is used to form small, flexible instructional groups. These groups provide the opportunity during independent and guided reading as well as guided math for differentiated teaching that targets student needs. Using appropriately leveled texts, teachers are able to monitor the progress of struggling readers and challenge advanced readers through teaching points that target instructional needs. With an emphasis on problem solving, guided math provides a structure for teachers to differentiate instruction as they reach and teach every student by scaffolding instruction and by presenting content in a concrete, pictorial, abstract progression. ELA and math centers are powerful instructional methods that rely on student initiative, student cooperation and self-paced learning. Center-based learning promotes collaboration, self-guided discovery and teamwork.

Southern Boulevard School teachers actively seek technology tools that enhance and support learning in all content areas. Our innovative instructors invite our 21st century learners to enthusiastically connect with their digital world for the purposes of learning, exploring, problem-solving and sharing. The use of technology is infused through every corner of our curriculum. On a classroom tour through SBS one might observe kindergarten students manipulating an interactive calendar, first grade students using digital math tools to solve problems, second grade students editing essays on document cameras, third grade students using PowerPoint to create slide presentations and students in self-contained classrooms using Ipad, with personalized apps to support their individual learning needs.

The Response to Intervention approach is used to maximize student achievement. To support students who perform below the benchmark, the RtI committee evaluates student data, discusses needs and brainstorms appropriate interventions. As teachers implement interventions, student progress is closely monitored to evaluate the efficacy of the interventions and to determine if additional interventions are warranted. Additional interventions may be implemented in the general education classroom. These could include enrollment in a Basic Skills class or a recommendation for an evaluation by the Child Study Team.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Southern Boulevard School has demonstrated its history of academic excellence over the last five years through the students' performances on the New Jersey Assessment of Skills and Knowledge (NJASK). This year, for the first time, third grade students will participate in the PARCC Assessment.

An average of 89% of SBS third grade students have scored in the Proficient/Advanced Proficient levels in English/Language Arts throughout the last five years. The lowest score in this data set, 2009-10, was a year that the State DOE introduced a new ELA test for third graders that included modified test designs and more items. Scores from 2010-11 through 2012-13 have shown improvement with 5-11 percentage points higher than that of 2009-10. 2013-14 represented the highest score of this data set, an increase of 6 percentage points from the previous year.

In Mathematics, an average of 97% of SBS students have scored in the Proficient/ Advanced Proficient levels over the last five years. Scores have been consistently strong with no significant gaps.

The data does reveal gaps in some subgroup performances. For example, the Asian subgroup had an uncharacteristic Math score of 87% Proficient/Advanced Proficient in 2010-11, and scored 100% in the other four years reported. The "Other" subgroup had a similar anomaly in 2012-13 in ELA and Math, scoring 88% Proficient/Advanced Proficient that year and 100% in the other four reported years. In ELA our Hispanic/Latino subgroup had a 15 percentage point increase from 2010-11 to 2011-12, and has continued to trend upward since. The State recognizes that a subgroup must include 30 or more students to be statistically significant. While none of our subgroups approach that number, it remains our goal for all students to be Proficient.

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

Teachers utilize varied tools for a comprehensive, systematic, purposeful approach to assessment. The DEVELOPMENTAL READING ASSESSMENT (DRA) is administered a minimum of three times per year. Each student's results are entered into the DRA Online Management System to identify student strengths and instructional needs. Additionally, results yielded from the WORDS THEIR WAY SPELLING INVENTORY and writing tasks are collected and entered into an online data management system. Teachers use rubrics provided in the DRA program to assess comprehension and fluency. For those students who are performing below the benchmark, teachers use DRA PROGRESS MONITORING materials to identify needs for instruction.

The mathematics pacing guide includes the schedule for the administration of assessments and monthly standards-based problem-solving tasks. Students complete math assessments online using the Pearson Management System. The system's item analysis function identifies problematic test items for students that require remediation. Data are used to inform differentiated instruction. Parents have access to all assessment results, games and tutorials through the online management system. For struggling students, teachers utilize the Math Diagnosis and Intervention System to remediate skills and concepts. Strategies to check for understanding, such as exit tickets, provide teachers with information that inform decisions about the next instructional steps. Students frequently participate in self-monitoring and self-reflection practices in order to assess their own learning progress and set goals.

Assessment data is analyzed routinely to identify students who are performing below benchmarks. These students are referred to the Intervention & Referral Services Committee, which develops an intervention plan for each student. Subsequent committee meetings are held to determine the effectiveness of the interventions and to monitor student progress. Student assessment results are discussed at parent conferences. NJASK data is shared at PTO and Board of Education meetings to communicate academic achievement information and to report goals for improving student performance.

Part VI School Support

1. School Climate/Culture

We are the fortunate beneficiaries of values that are cultivated and nurtured in the homes of our students. Educational excellence, community pride, personal responsibility, and respect toward others blend to fuel a natural synergy between home, community and school. Our students leave their homes each morning to be warmly welcomed at our doors by a trusted and caring staff. The walls of our hallways and classrooms are alive with the artwork and the writing of our children--visual expressions of the inspiration of young hearts and minds. Palpable enthusiasm for learning, caring for others, and giving of our time and talents, are principles launched at home, promoted at school, and then returned to the community.

We begin each day, grounded in the words of the Pledge of Allegiance and our SBS "Character Pledge"; reminders of the privileges we have and responsibilities we bear as classmates, friends, colleagues and citizens. The values in our character pledge are echoed in the relationships between students, staff, parents and administrators throughout our school and our district. "Worthy of trust", "respectful and responsible", "kind", "caring" and "fair"--these are at the heart of all that we exemplify as a school community.

Safe and supported in these principles, our students are free to take bold risks in their learning, creative expression and friendships. Every day at Southern Boulevard presents opportunities to grow--each of us at our own pace and in our own unique ways. Our school community continually seeks ways to enhance learning with appreciation for the world around us. We celebrate diversity, we honor our environment, and in gestures of gratitude for all that we have, we seek opportunities for charitable giving.

Trust, respect, responsibility and kindness also undergird professional collaboration. Academic growth is enhanced by allowing staff to take risks and share ideas. Teachers collaborate freely, strengthening each other's practice to the educational benefit of everyone. Administrators and community members actively seek staff to pilot district initiatives, to serve on committees, to present at conferences and to collaborate with community organizations--opportunities that reflect the same trust and respect that we strive to impart to our students.

Day after day, we link our hands and hearts to enrich the community around us--through teaching, through learning, and through acts of kindness toward each other and our world. We do so, mindful that we are charged to be "worthy of trust", "respectful and responsible", "kind", "caring" and "fair".

2. Engaging Families and Community

Open the doors to our school and you will be enveloped by our SBS mural, 2,941 square feet of artwork that tells the story of the journey we take together, year after year. Our mural stands as a joyful tribute to all we treasure about our school. Perhaps more astonishing than the beauty and the complexity of the mural itself is the process by which it was created. One mural artist and a host of parents, teachers, students, and returning alumni stood side by side, brushes in hand, to preserve the story of the journey we share.

The creation of this mural is a metaphor for how we function as a community: side by side, our individual brush strokes melding to form one masterpiece. Shared goals, resources and time are the canvas on which this image is created.

The Parent-Teacher Organization (PTO) is a well operated enterprise that supports the school in many ways. A vibrant After School Enrichment (ASE) program funded by the PTO extends and enhances our curriculum with such offerings as Lego Robotics, Science in Bubbles and Story Pirates. Literacy efforts are strengthened through parent collaboration with our librarian to design and promote reading incentive programs such as Love to Read and Author's Day. Since 2010, the PTO has gifted over \$300,000 towards programs and materials that include Chromebook Carts, SMARTboards, Artists in Residency and field trips for each grade level.

Perhaps the pinnacle of all we do in collaboration with our community is found in what we give back. SBS HOPE Week, inspired and endorsed by the NY Yankees was the collaboration of children, teachers and over 100 parents working together to support organizations throughout local communities. Students, working alongside parents, assembled packaged meals, created hand-tied blankets and constructed gift boxes, each to be sent to families in need. Our young students donated their change for “Pennies for Peace” and gave coats and boots in order to provide warmth to others. Sharing the true spirit of community, local businesses along with the PTO donated supplies for this amazing endeavor. Everyone who participated, especially the children, felt true empathy for others and gained an appreciation for selfless giving.

The district, parent-led, non-profit Chatham Education Foundation (CEF), raises money and provides incentives for educational grants. Our Second Step character education program, stability balls for students and a 730 square foot, portable planetarium were awarded most recently through CEF grants.

3. Professional Development

The foundation of our professional development program rests on the high value we place on the exceptional educators throughout our district and the high standards we set for teaching the whole child. Our instructional support supervisors enhance our practice by offering focused professional development sessions, aligned with the Common Core State Standards (CCSS), in the area of their domain. Our frequent and ongoing gatherings are opportunities for in-depth exploration of teaching pedagogy, occasions for professional inquiry and opportunities for continual self-reflection.

Under the direction of our Supervisor of Humanities and Literacy, recent gatherings have allowed in-depth book studies using *Strategies That Work* by Stephanie Harvey and *No More Independent Reading Without Support* by Debbie Miller. On-going study of the close reading technique has resulted in implementation of collaborative learning techniques in our classrooms, promoting more effective communication between students. PARCC (Partnership for Assessment of Readiness for College and Careers) endorses close reading as the most effective way to achieve deep comprehension especially when reading complex text. Teachers at SBS have implemented close reading strategies including targeted rereading, text annotation and collaboration. We believe that this work has contributed to our 2014 Developmental Reading Assessment results which showed that 33% of our students read above the set benchmark.

Through work with our literacy consultant, Shelly Klein, teachers were able to better understand the issue of text complexity and how to move students purposefully through increasingly complex text to build stamina.

The CCSS call for students to apply mathematical knowledge to authentic problem solving tasks. PD sessions related to the characteristics of proficient math students and how to develop these characteristics have had the greatest impact on math instruction and student achievement at SBS. Discussions with math consultant Nancy Schultz, about the Standards for Mathematical Practice, developing perseverance and providing opportunities for students to construct viable arguments and critique the reasoning of others have resulted in increased student engagement. A gain in scores on monthly problem-solving tasks was noted this past year.

Teachers are eager to gain more insight during PD sessions with regard to meeting the needs of exceptionally-abled students. These students raise the bar for our teachers to make learning relevant for all. Lack of a defined program for the “gifted and talented” requires creativity and innovation. Our teachers use pre-assessments to gauge readiness, formative assessments to monitor student learning and differentiation to enrich and challenge all students.

4. School Leadership

Leadership at Southern Boulevard School is a collaborative effort among the principal, supervisors and teachers. Each party ensures that best practices are delivered to the students and staff through clear communication and effective collaboration. The result is a cooperative, nurturing environment that

encompasses the whole child and encourages social, emotional and academic growth.

Distinctive to our principal is the commitment and enthusiasm he models in the area of advocating for the growth and success of all learners. Through the joint efforts of the principal and a special education teacher, we welcomed, Savannah, our very first SBS therapy dog. By forging a partnership with both the PTO and the NY Yankees, a large scale community outreach effort was born: SBS HOPE Week. Here, small hands and big hearts became the conduit through which we shared our riches with the wider community. This effort received a spotlight on the YES Network. Identifying a need to enhance communication skills among our autistic students, our principal initiated a grant-writing project to obtain new, robotic technologies to foster growth in this area.

The principal actively seeks opportunities to engage with all members of the SBS community in order to ensure that students are receiving valuable learning experiences. He does this informally, through frequent visits to classrooms, where he can engage in conversations with both students and teachers. Additionally, he structures opportunities for formal conversations by empowering staff to take leadership roles. Tri-weekly team leaders' meetings are forums for the exchange of ideas. These regular meetings foster opportunities for critical thinking and discussion of best practices. He regularly engages the Child Study Team and the I&RS Committees to effectively address the academic and behavioral needs of all students. Through frequent and thorough communications, these leadership groups ensure that all students and staff members are supported with precise supports and accommodations. Three district elementary supervisors work closely with the principal to deliver effective instructional strategies aligned with contemporary best practices and the CCSS.

Leadership at SBS is characterized by an enthusiastic and authentic commitment to the needs of all learners. Our principal's dynamic leadership inspires and motivates everyone to acknowledge and respect one another as professionals as we advocate for our students through constant reflection. Clearly articulating his vision, he regularly seeks opportunities to cultivate leadership in others, with the expectation that everyone will be engaged and invested as stakeholders in the success of all.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measurement, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	96	97	97	96	100
Advanced Proficient	76	72	64	69	60
Number of students tested	125	133	168	129	117
Percent of total students tested	100	100	100	100	99
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		100		100	
Advanced Proficient		100		0	
Number of students tested	0	1	0	1	0
2. Students receiving Special Education					
Proficient and above	92	87	98	87	100
Advanced Proficient	53	44	40	47	58
Number of students tested	23	30	35	30	26
3. English Language Learner Students					
Proficient and above	75		100	100	100
Advanced Proficient	38		100	68	100
Number of students tested	8	0	2	3	1
4. Hispanic or Latino Students					
Proficient and above	100	100	100	100	100
Advanced Proficient	100	67	80	25	80
Number of students tested	6	6	10	4	5
5. African- American Students					
Proficient and above			100		100
Advanced Proficient			0		100
Number of students tested	0	0	1	0	1
6. Asian Students					
Proficient and above	100	100	100	87	100
Advanced Proficient	100	62	74	80	56
Number of students tested	9	13	19	15	9

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	96	97	97	97	100
Advanced Proficient	72	73	61	69	59
Number of students tested	105	106	136	105	101
10. Two or More Races identified Students					
Proficient and above	100	88	100	100	100
Advanced Proficient	80	75	100	80	100
Number of students tested	5	8	2	5	1
11. Other 1: Other 1					
Proficient and above					
Advanced Proficient					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced Proficient					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test: <u>NJASK</u>
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>2013</u>
Publisher: <u>Measurement, Inc.</u>	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	May	May	May	May	May
SCHOOL SCORES*					
Proficient and above	94	88	90	91	83
Advanced Proficient	5	3	11	10	7
Number of students tested	123	133	169	128	116
Percent of total students tested	99	100	100	100	98
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	1	0	0	2
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Proficient and above		100		100	
Advanced Proficient		0		0	
Number of students tested	0	1	0	1	0
2. Students receiving Special Education					
Proficient and above	83	90	75	67	77
Advanced Proficient	0	4	3	4	0
Number of students tested	23	30	35	30	26
3. English Language Learner Students					
Proficient and above	67		100	50	100
Advanced Proficient	0		0	0	0
Number of students tested	6	0	2	2	1
4. Hispanic or Latino Students					
Proficient and above	100	100	90	75	80
Advanced Proficient	0	0	0	25	0
Number of students tested	6	6	10	4	5
5. African- American Students					
Proficient and above			100		100
Advanced Proficient			0		0
Number of students tested	0	0	1	0	1
6. Asian Students					
Proficient and above	100	93	90	94	89
Advanced Proficient	12	8	11	14	23
Number of students tested	9	13	19	15	9
7. American Indian or Alaska Native Students					
Proficient and above					
Advanced Proficient					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested	0	0	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
Proficient and above					
Advanced Proficient					
Number of students tested	0	0	0	0	0
9. White Students					
Proficient and above	93	87	90	91	82
Advanced Proficient	5	3	11	9	6
Number of students tested	103	106	137	104	100
10. Two or More Races identified Students					
Proficient and above	100	88	100	100	100
Advanced Proficient	0	0	0	0	0
Number of students tested	5	8	2	5	1
11. Other 1: Other 1					
Proficient and above					
Advanced Proficient					
Number of students tested					
12. Other 2: Other 2					
Proficient and above					
Advanced Proficient					
Number of students tested					
13. Other 3: Other 3					
Proficient and above					
Advanced Proficient					
Number of students tested					

NOTES: