

***U.S. Department of Education***  
***2016 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

Name of Principal Mr. Karl Hartman

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

Official School Name Kingsley Area Elementary School

(As it should appear in the official records)

School Mailing Address 402 Fenton Street

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

City Kingsley    State MI    Zip Code+4 (9 digits total) 49649-9397

County Grand Traverse County

Telephone (231) 263-5261    Fax \_\_\_\_\_

Web site/URL http://www.kingsley.k12.mi.us    E-mail kahartman@kingsley.k12.mi.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, to the best of my knowledge, that it is accurate.

\_\_\_\_\_  
Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Keith Smith    E-mail kesmith@kingsley.k12.mi.us

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

District Name Kingsley Area Schools    Tel. (231) 263-5261

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

\_\_\_\_\_  
Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Tony Temple

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

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

\_\_\_\_\_  
Date \_\_\_\_\_

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

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

## Part I – Eligibility Certification

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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 public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) 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 2010 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: 2011, 2012, 2013, 2014, or 2015.
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

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 3 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. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	16	5	16
K	47	47	94
1	44	46	90
2	55	43	98
3	66	55	121
4	53	52	105
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	281	248	529

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 96 % White
  - 1 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 5%

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, 2014 until the end of the 2014-2015 school year	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	14
(3) Total of all transferred students [sum of rows (1) and (2)]	28
(4) Total number of students in the school as of October 1, 2014	516
(5) Total transferred students in row (3) divided by total students in row (4)	0.054
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 48 %  
Total number students who qualify: 239
8. Students receiving special education services: 11 %  
58 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 6 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 1 Hearing Impairment
- 2 Mental Retardation
- 1 Multiple Disabilities
- 0 Orthopedic Impairment
- 15 Other Health Impaired
- 5 Specific Learning Disability
- 40 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 10 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 21
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers	21
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	10
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 25:1

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

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	96%	96%	96%	96%	93%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes  No

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

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

We are a TEAM... learning for life! Together Everyone Accomplishes More

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

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Kingsley Area Schools is a small school district serving about 1500 students in the southern part of Grand Traverse County in the Northern Lower peninsula of Michigan. The community is a traditional rural setting with emphasis on agriculture. The area serves as a bedroom community to nearby urban centers in Traverse City and Cadillac. The school district was founded in 1892 with one building and today consists of three large buildings with an elementary, middle school and new high school which was built in 2000. The district services the students in the village of Kingsley and five local townships, and about 265 students who attend as schools of choice students from neighboring school districts. The Kingsley community is a conservative, close knit small town where the school is the epicenter of the area. The rural setting of the district offers a unique opportunity to provide a neighborhood school setting to kids where the community and school collaborate to provide education, business partnerships, and enrichment opportunities that support classroom learning. For example, this month the community is supporting a Family Movie Night, the library has partnered with the school for Reading Month, our PTO is providing special events such as authors and entertainers, and families are engaged in at home reading goals.

Kingsley Elementary School has maintained a very positive reputation for decades. First, our educational team believes that in order for students to learn they must behave in an appropriate manner and our students are held to high behavioral standards. Kingsley Elementary School has adopted and conscientiously aligned instruction to the Michigan GLCS's, Grade Level Content Standards, and the CCSS, Common Core State Standards, curriculum models. This curriculum provides specific scope and sequence for instruction in language arts, math, science, and social studies. Our greatest characteristic is that our grade level teachers operate in cooperative and purposeful teams known as PLC or Professional Learning Communities. This is a direct reflection of our mission statement, "Together Everyone Accomplishes More."

The staff, students, and parents of Kingsley Area Elementary School have enjoyed an amazing streak of success over the past twenty years, including: Receiving an "A" grade from the department of education since grading began; The school has always achieved Federal AYP Goals; We have been identified as a department of education "Reward" school since 2008 as an exemplary high performing school as well as a "beating the odds" school (based on student performance compared to other schools with similar demographic data); Consistent high school ranking in the department of education "top to bottom rankings" above the 90% percentile with recent rankings at 98th, 95th, and 92nd percentile; Bridge Magazine "Academic State Champions" for three consecutive years; and in 2013 Kingsley Elementary was identified as a National Title I Distinguished School for closing the achievement gap for all students, regardless of demographic data.

Our staff perceptions and self-analysis activities consistently conclude that our most effective and most significant strategy for high achievement is our intensive strategic learning intervention program...student growth doesn't happen by accident. Our staff has developed and revised an extremely effective response to intervention (RtI or MSSI) approach: we quickly identify students who are not meeting the norms or benchmarks and we promptly match them with appropriate, relevant interventions. Student's interventions are monitored on a weekly basis using assessment data for student growth and adjustments are made based on individual student needs. In order for our research based interventions to be effective we have implemented a school wide assessment plan that provides the supports for routine and frequent benchmarking of all students to determine the most important areas of need for students. The data is reviewed by our grade level teams and students are placed in the appropriate intervention. Our assessment plan is nonnegotiable, supported by the school board, the community, and is instrumental in our success.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Kingsley Elementary adopted a comprehensive set of national standards for English Language Arts and Mathematics or CCSS (Common Core State Standards). The district curriculum council approved a timeline for implementation that includes collaboration with the Traverse Bay Area Intermediate School District for the purpose of realigning K-12 curriculum from the GLCE's (Grade Level Content Expectations) to the new CCSS. All grade levels K-4 began the process of reviewing the new CCSS during the 2010-11 school year and were fully implemented by 2014 when the state began assessing students (through the MEAP) on the new Common Core State Standards. The elementary teaching staff is highly dedicated to a collaborative and purposeful curriculum alignment process. The alignment process includes a systematic process including the following: review of each core area as it is released, review of new and changing standards, review of essential standards that are considered to be crucial at each grade level, determination of the materials that will be required, development of pacing guides or schedules that outline when instruction will take place, development and review of assessments that will be used to determine student progress, planning of the specific lessons, vocabulary, and sequence of instruction required to effectively deliver each standard, development and review of "Essential Objectives" (power standards) for each core area, publishing an alignment document for every CCSS standard, which includes the strand, standard, essential questions, instruction, and assessments, and publishing a grade level document that identifies essential questions and other grade level information.

For language arts we use a balanced approach to literacy. This approach includes shared reading, guided reading, independent reading, read aloud, direct phonics instruction, listen and speaking, writing, spelling skills, and language/grammar. Students have the opportunity to practice these skills in isolation as well as cross-curricular activities such as science, social studies, technology, and health. Students are benchmarked three to four times per year. Those students who fall below the benchmark are then promptly matched to an appropriate intervention.

We have been successful with a common math program that has been in place since 1994. The program has an intense spiral within the grade levels and across the scope and sequence. The program emphasizes daily fact practice and other basic skills. Students are given opportunities to apply these skills in solving real life and higher order thinking problems. Students are assessed weekly both formally and informally on concepts and facts. Students who are not acquiring the skills are promptly matched with interventions decided by the grade level team.

Science instruction takes place through a well established curriculum that follows the CCSS. Teams have developed curriculum binders that include units of instruction that outline daily lessons and activities. The focus of each unit centers around a hands-on approach of investigating science topics and developing higher order thinking skills. Teachers have also developed common assessments for each unit and monitor growth through a pretest and post-test.

Social studies curriculum has also been developed by grade level teams and follows the CCSS. Teams have developed curriculum binders that include units of instruction that outline daily lessons and activities. The focus of each unit centers around the student and how they interact with the world around them. Classroom discussion and activities include problem solving and developing higher order thinking skills. Teachers have also developed common assessments for each unit and monitor growth through a pretest and post-test.

We have fully embraced the Common Core State Standards K-12, which provides College and Career Readiness Standards at each grade level. These standards are embedded within the core subject areas and across the grade levels. Teachers explicitly teach these skills to provide that students are college and career ready when exiting school.

Our school has partnered with a private preschool program to provide onsite early childhood education to students. The High Scope Curriculum has been implemented, which uses active participatory learning to

engage students. This curriculum has proven to provide an amazing transition for students entering kindergarten. As students arrive in kindergarten prepared with adequate social interaction skills, behavioral expectations, communication strategies, physical development, and language literacy. The performance data demonstrates that students attending kindergarten without a preschool experience are more likely to be identified for immediate intervention.

## 2. Other Curriculum Areas:

Other curriculum areas that are available to students include physical education, performing arts, health, social emotional, nutrition, visual arts, and technology.

Our physical education is derived from the MIEPIC, Michigan Exemplary Physical Education Curriculum, plan, which provides direct instruction in specific core skills. Physical Education is offered in grades kindergarten through fourth. Our kindergarten through third grade students have two sessions for thirty-five minutes each per week. Our fourth grade students have the opportunity for additional PE activities each week. There are nine physical skills that students master as well as four main personal/social skills. The personal/social skills taught are cooperation, following directions, respect for others, and responsibility. These skills are then emphasized within the general education classroom.

The performing arts are constructed through a music curriculum, which provides for direct instruction by a qualified music teacher in grades k-4 twice a week for thirty-five minutes. The music program has a very positive effect within our community as students at grade level prepare and deliver an annual performance that result in a standing room only concert.

The Health standards are outlined by the Michigan Model for comprehensive skills based health curriculum. Our Health certified PE teacher provides direct instruction in classroom on nine key standards at each grade level. The Health curriculum also includes mandatory instruction in third grade on HIV Aids through blood borne transmission, and good touch bad touch lessons, which he is also certified to do.

We have implemented the Hazelden Second Step Curriculum as our school wide Social Emotional Program which takes place through direct classroom instruction for Kindergarten through fourth grade. The focus is on emotional recognition, friendship skills, daily problem solving steps and strategies, and other social emotional development targets. We have collaborated with our PTO, Parent Teacher Organization, who purchased the curriculum, which is intentionally delivered by our Elementary Licensed Counselor.

Our school has partnered with the local Michigan State University Extension Office to provide nutrition lessons to our students. A trained person from their office coordinates with the teacher and establishes a schedule that provides instruction on healthy eating and habits once a month for 30-40 minutes. Students review these healthy habits and learn about fostering the whole individual.

Visual Arts are provided in two ways. It is provided first through embedded lessons within language arts, science, and social studies by the classroom teacher. This incorporates art vocabulary, different medium, and hands on experience for all students culminating with displays and presentations. The second way the visual arts are provided is through the Michigan standards for Arts Education-Visual Arts.

Technology standards for kindergarten through third grade focus on technological literacy and are provided within the self-contained classroom. The curriculum includes using a variety of digital tools and platforms, working together using technology, and providing presentations/projects using an array of software and programs. Students are also provided with an expectation of entering text, editing text, using browsers, and independently logging in and using instructional software. Our fourth grade technology has resulted in Kingsley serving as a demonstration school for using Chromebooks in the classroom and at home to support the curriculum and instructional program. Kingsley Elementary was selected as one of three schools in Northern Michigan to pilot the use of Chromebooks. As a result, students have supplemented traditional tasks such as pencil paper homework with online educational software that supports the classroom instruction and provides students a digital learning experience that is high interest and relevant to today's technologically driven society.

### 3. Instructional Methods and Interventions:

Kingsley Elementary School implemented the Marzano Growth Model in 2012-13 beginning with training and the expectation that staff would be reviewed based on the effective use of 10 specific elements. Over the past three years, the Marzano growth plan has been expanded to include a total of twenty-three of the effective teaching strategies identified by Robert Marzano with emphasis on implementation of eleven of the fifteen most critical teaching standards. The most influential strategy that has been universally implemented by all teaching staff is “Clear Learning Goals and Learning Scales with Increasing Complexity”. Through ongoing training in coordination with our intermediate school district, on-site training, piloting of this strategies, and a unified K-12 plan this strategy is present in every classroom, every direct lesson, everyday, so that students have a clear understanding of what the teacher is teaching and what they need to learn. Other highly effective strategies that have been implemented with extensive success (as determined by teacher evaluation scores and student data) include using “Digestible Bites”, “Review”, “Identifying Critical Information”, “Tracking Student Progress” and “Celebrating Student Success”. The implementation of the Marzano growth model as our teacher evaluation system has forced our teachers to be deliberate and systematic, while continually monitoring all students.

Ongoing monitoring of student progress takes place in a myriad of ways stemming first from the Marzano strategy of Tracking Student Progress. Students have ownership in tracking their learning starting in the earliest grades using visible classroom charts and graphs. Examples of this include our earliest learners tracking the number of letter names, how high they can count, and the number of sight words learned. All learners also set goals and track their reading level. This information, in addition to student assessment data, is used to determine the students who are in need of interventions. Interventions are assigned based on student learning goals and are systematically monitored and adjusted as needed. These interventions support individual student growth while recognizing the unique learning styles of the student.

Our gold standard for reading intervention is the LLI, Leveled Literacy Intervention, program which provides intensive reading instruction to identified students. The instruction is delivered in small groups by highly qualified Title One Paraprofessionals in grades kindergarten through fourth grade. This program is also being adopted by our Middle School staff in grades fifth and sixth. All students in kindergarten through fourth grade know their reading level, reading goal, and the steps needed to achieve their goal.

### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Our teachers believe that our practice of deliberate routine benchmarking of student reading directly correlates with student success. Benchmarking and monitoring students takes place in a variety of forms which determine a student’s reading accuracy, fluency, comprehension, and a correlated reading level. This single number, the reading level, is the most important number in a Kingsley Elementary Student’s career. It determines placement in reading groups, informs parents of reading progress, and shows up on progress reports, school data profiles, and student tracking systems. We even have in place a school wide goal that a student will always to able to state their current reading level, and their goal.

We have a common plan for assessments in which all students are benchmarked fall, winter, and spring. The practice is so important that we hire substitute staff to cover classrooms so that the teachers can directly administer the Rigby Running Records, and AIMS Web assessments. The school board recognizes the importance of benchmarking students routinely and provides for the release time of our teachers. Data from these assessments along with our common regionals assessments, and locally written assessment is used to plan for student intervention. The data from student's assessments as well as information from daily monitoring is taken to the grade level PLC team and the team deciphers which, if any, interventions are necessary. The information is relayed to the parents and interventions begin as soon as possible.

The global student data is used each year to outline changes and improvements in the school improvement plan. An example of this is that last year we noticed a trend in reading fluency and how we assessed reading fluency with all students. This lead to a change in the assessment of reading fluency, as well as communicating reading fluency goals with our students and parents. Additional staff training was provided to retool our staff in drilling down into the nuts and bolts of reading fluency and the impact on student

achievement. In addition, Kingsley has been a pioneer in including student achievement data in annual teacher evaluations, meeting state evaluation requirements well before the state deadline.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Our Kingsley Elementary School culture is a focused, hard-working, collaborative, and fun learning environment that focuses on student engagement. One of the ways that we create a positive learning environment is through our school wide Bucket Filling initiative. Students are encouraged to show kindness on a daily basis and are rewarded when “caught” being kind. Students caught are rewarded with a ticket that goes into a weekly drawing for prizes and recognition. This motivates students to show empathy toward one another and consider how their actions affect those around them.

Another way that students are motivated throughout our school is through the use of the Marzano teaching strategies “Tracking Student Progress” and “Celebrating Success”. For example students in third grade participate in a reading comprehension program that tracks students points based on online comprehension quizzes. The points are used to allow students to move their marker on the bulletin board and see firsthand the progress that they have made. Students achieving different level of success are recognized through a class celebration, a note to parents, and a trip to the principal for praise.

Every first and second grade student is selected for one week of the school year to be their classes’ citizen of the week. This student has the opportunity to lead the class, invite a special guest, create an all about me poster and present it, and share their uniqueness with the class. Each student in that class writes a special note to the citizen that is bound into a book and makes the child feel valued and supported.

A positive learning environment for teachers has been established through the use of our PLC, professional learning communities. Every teacher is part of a PLC team that meets weekly to focus on curriculum, assessment, and instruction. These topics help drive the team decision making process and give teachers a forum in which to troubleshoot. Teachers are not left isolated but are always supported in a team approach. Teachers follow team norms that were created and agreed upon to support the participation of all teachers within the team. Norms include arriving on time, actively listening, not interrupting, and respecting each other’s ideas. Team members also have roles that emphasize their strengths and encourage participation.

### 2. Engaging Families and Community:

Our Board of Education believes that durable and significant learning by a student is more likely to occur when there is an effective partnership between the school and the student’s parents/guardians. Such a partnership means a mutual belief in and commitment to significant educational goals for a student, a plan for the means to accomplish those goals, cooperation in developing and implementing solutions to problems that may be encountered and continuing communication regarding the progress in accomplishing the goal(s). To this end, parents should be meaningfully involved in: Developing and implementing appropriate strategies for helping their child achieve the learning objectives that lead to accomplishing the learning outcomes; and Providing a school and home environment, which encourages learning and augments, at home, the learning experiences provided by the school. This significantly increases the amount of parent involvement within the school.

We are also committed to communicating to parents at a level and in a language they can understand, where possible. An establishment of a parent involvement plan by which a school-parent partnership can be established and provided to the parent of each child in the school encompasses parent participation, through meetings and other forms of communication is the goal. The Plan is published in the Student Handbook with a commitment to: Provide child’s individual assessment results, parent conferences, and the form of assessment used to measure student progress and the proficiency levels students are expected to meet. The District will also provide each school’s discipline plan along with a tardy plan, arrange flexible scheduled parent/teacher conferences and parent requested conferences, post PTO meetings, and parent involvement meetings on the District website and via-e-mail, and publish District and School Newsletter(s).

The school also ensures that parents will assume and exercise responsibility for their children’s behavior.

During the school hours students' behavior is monitored and, as with academic matters, the importance of cooperation between the school and the parents in matters relating to conduct is relayed to parents. For the benefit of the child, parents are encouraged to support their child's career in school by: Participating in school functions; Supporting the teachers and the schools in maintaining discipline and a safe and orderly learning environment; Requiring their child to observe all school rules and regulations; Supporting or enforcing consequences; Maintaining an active interest in their child's daily work; Reading all communications from the school, and returning them promptly when required; and Cooperating with the school in attending conferences.

### 3. Professional Development:

Professional development begins at the district level with the teacher leaders, principals, and superintendent. The district planning team establishes the year long professional development calendar in conjunction with the TBAISD professional development vision. This is unique because this calendar outlines the training and areas of emphasis for every single staff member in the district. This calendar drives our weekly PLC training and allows flexibility in the makeup of the team. It also ensures that all staff are receiving the same training and addressing common district themes at each level. This has been an innovative practice because the PLC time is assured in the teacher contract, is a common practice, and is supported by our school board.

Other professional development includes, TBAISD, Traverse Bay Intermediate School District, course offerings, teacher reimbursement for graduate coursework, traditional conferences and workshops, school board approved release time, and onsite training. Our school board approves paid release time and funds necessary for conferences and workshops. This support enables teachers to acquire knowledge and implement new strategies to support curriculum and student growth. Our school board also recognizes the importance of continuing education and reimburses teachers to further their education.

The elementary team has discovered an effective training using Title II funds to provide onsite literacy coaching. This coaching is provided by a former master reading teacher and consists of direct teacher and Title I paraprofessional training, observation and feedback in the classrooms, provision of resources for instruction and a review of our invention model. This model has supported staff in the quality of overall language arts instruction as well as interventions provided thus improving student achievement.

Another crucial strategy for staff training takes place through peer observation on the Marzano teaching model. Each teacher is required annually to complete a minimum of two peer observations and provide feedback to the teacher they have observed. The observation focuses on the district Marzano strategies that were outlined at the district level. This has created an environment that supports a collaborative approach allowing teachers to give and receive criticism through feedback.

### 4. School Leadership:

Our philosophy is that every teacher has input in the development of the instructional model, professional development, operation of the school, intervention programming, and curriculum alignment. The structure of shared leadership consists of team leaders who meet to address the global decisions of the building as well as lead their individual teams. The teams have an established set of norms, assigned roles, and follow a prescribed agenda. The decision making process ebbs from teaching teams, to the team leaders, and then to the elementary advisory team. We believe this drives our success because every teacher has an active role and is held accountable by their team. This creates an environment of collaboration and a unified approach where we operate as a team instead of individuals, removing egos and focusing on student success. We have a deliberate approach focusing on what we have the control to change and letting go of the things that cannot be changed.

Teachers are engaged to serve on district level leadership teams such as technology, Marzano Growth Model, School Improvement, and Curriculum. At the building level teachers serve as leaders on the Elementary Advisory Team, Marzano Rollout Team, Core Curriculum Teams, and extracurricular activities. All of these teams work in harmony to make leadership decisions which lead to staff confidence

and competence and ultimately impacts student achievement. For example, the Marzano Growth Model Team met and selected Learning Goals and Scales as the focus for the initial implementation of the Marzano Teaching Elements. Training was planned for Marzano teacher leaders, who then provided training to the remainder of the teaching staff. Each grade level has established common learning goals and scales for each area of instruction to guide student learning. Students have a clear picture and understanding of the learning that is taking place and where their level of understanding is compared to the learning scale. Through evaluation it is found that 100% of our teachers have implemented this strategy to support our students and drive our instruction.

Kingsley Elementary school has been fortunate to maintain the same principal for twenty-two years. The established hierarchy of government has been continuously supported during this time through shared leadership. The consistency and the level of support has allowed teachers to focus on curriculum, instruction, assessment, and student growth. The principal has an open door policy, and accepts input from staff which fosters an environment of trust and commitment. New initiatives are filtered through the principal and team leaders, and selected when necessary to fill a need.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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The number one indicator of academic success is the team collaboration model which was implemented in 1996, and later revised based on the Professional Learning Community model researched and delivered by Richard Dufour. The PLC model provides a gateway that supports success at every level. Each week time is dedicated to PLC meetings that is set aside for the collaboration on instruction, curriculum, and assessment. Teams follow established norms, and individuals have valuable roles within the team to support these topics. We use this forum to align curriculum, write common assessments aligned to curriculum, ensure lesson consistency, implement Marzano teaching strategies, adjust instruction based on student data, and plan appropriate student interventions. The PLC model has created a purposeful and deliberate culture of consistency and cohesiveness, second to none.

The PLC model supports the successful implementation of all other effective practices. We have determined that from this model teachers are provided the opportunity to collaborate and make team decisions that directly affect student growth. It also provides the overarching system of support for intensive benchmarking, responding to intervention, and monitoring student progress. For example, when a student is struggling to meet the benchmark in reading fluency a teacher will bring the student's data to the PLC meeting where the team will discuss the best course of action. After a discussion, an intervention plan is created for the individual student outlining additional supports for the student's area of struggle. That student is monitored weekly and the interventions are adjusted as needed. The student's progress is monitored by the classroom teacher, intervention provider, and the PLC team. This has a profound effect on student achievement as evidenced by student data. We are able to provide support in this manner for the lowest 30% of students at each grade level. This 30% includes many children who may be meeting most grade level expectations and who only need minimal support to achieve success in other areas, as well as the children who are struggling to meet multiple grade level expectations.