

U.S. Department of Education
2016 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. Jeffrey Brian Morris

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

Official School Name Discovery Elementary School

(As it should appear in the official records)

School Mailing Address 820 North 500 West

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

City Brigham City State UT Zip Code+4 (9 digits total) 84302-1538

County Box Elder County

Telephone (435) 734-4910 Fax (435) 734-4912

Web site/URL http://www.discovery.besd.net/ E-mail jeff.morris@besd.net

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*Mr. Ron Tolman E-mail ron.tolman@besd.net

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

District Name Box Elder School District Tel. (435) 734-4800

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. Lynn Capener

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

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

Date _____

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

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

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

Part I – Eligibility Certification

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

1. 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

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):
- 15 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 3 High schools
 - 0 K-12 schools
- 24 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	0	0	0
K	46	25	71
1	41	45	86
2	29	39	68
3	50	36	86
4	49	36	85
5	32	35	67
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	247	216	463

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 1 % Asian
 - 0 % Black or African American
 - 7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % 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: 15%

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	37
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	68
(4) Total number of students in the school as of October 1, 2014	465
(5) Total transferred students in row (3) divided by total students in row (4)	0.146
(6) Amount in row (5) multiplied by 100	15

6. English Language Learners (ELL) in the school: 2%
10 Total number ELL

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

Spanish

7. Students eligible for free/reduced-priced meals: 43%
Total number students who qualify: 200

8. Students receiving special education services: 15%
72 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.

<u>4</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>18</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>38</u> Speech or Language Impairment
<u>1</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>1</u> Multiple Disabilities	<u>9</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 2
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	17
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
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.	0

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	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	93%	93%	96%	94%
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.

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

Everybody Leads, Everybody Learns, Everybody Loves

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

Discovery Elementary was built in 1994 and is a K-5 elementary school with 465 uniquely wonderful students and a dedicated staff of 48 educators and paraeducators. Ten percent of the student body are ethnic minorities and there is a fourteen percent mobility rate. Forty-one percent of the school's population is on free or reduced lunch. Discovery is a wonderful school to work in with fabulous teachers and a strong history of student success academically and behaviorally.

Discovery is in North West Brigham City, Utah. It is a rural community 62 miles North of Salt Lake City, UT. It is an area where most of the parents work in industrial jobs for employers such as Nucor Steel, Malt O Meal and Wal-Mart Distribution Center. Most of the population lives within a mile of the school. A vast majority of our students are Caucasian and speak English as their native language.

Our highly dedicated teachers have a wide range of experience. Teachers at Discovery generally stay with the school for a number of years. Our 20 teachers average 12 years teaching experience with 9 years at Discovery School. Our fifth grade team has been working together for eight years. The area with the most change has been the principal of the school. The average teacher at Discovery School has worked with 4 different principals in the last 9 years. Despite changes in education and administration over the last decade the teachers have been able to improve student learning by keeping up with highly effective strategies and implementing them in their classrooms.

Student achievement has improved over the last few years. In the Student Assessment of Growth and Excellence (SAGE) in the 2014-2015 school year Discovery stood out for the second straight year in Utah, outscoring the state average in each tested subject. In English Language Arts Discovery exceeded the state average by 11%. In Math and Science these scores were even more astounding with a pass rate 23% higher for Math and 20% higher for Science. According to the Dynamic Indicators of Basic Early Literacy Skills (DIBELS Next) our students are mastering literacy skills early allowing those students to perform better in all subject areas. Our most recent administration of DIBELS Next had 98% of students in Kindergarten score at or above benchmark level. The First and Second grade classes had 82% and 84% at or above benchmark respectively. These scores are similar to our traditional end of year scores.

In 2013 Discovery Elementary started working with Franklin Covey to implement The Leader in Me program with students in all grades. This framework for everyday life at Discovery has made a dramatic impact helping students understand leadership and the 7 Habits of Highly Effective People. At Discovery Elementary our vision is for everyone to live and teach the 7 Habits of Highly Effective People. Since implementation of the framework office referrals have dropped dramatically from 398 in 2012-2013 school year to 65 in 2014-2015. This has had a big impact on the culture of the school, and has allowed for better learning experiences for students. There are very few suspensions and were no referrals for safe school violations last year. All students have leadership responsibilities in their classrooms and those that want a school wide leadership role have one of those as well.

Discovery Elementary has many strengths, but the most impressive one is how the students and teachers are always looking to improve. Our mission statement of Everybody Leads, Everybody Learns, Everybody Loves helps to guide all that is done in the school. The 7 Habits of Highly Effective People guide students to make better decisions, set goals and work hard to accomplish what matters most to them. Students go home teaching family members these habits and setting a great example for the community on how to be leaders in everyday life.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The school's core curriculum is based on the Utah Core and the three tier instructional model. Our instructional models for each of the subject areas have gone through a long process of creation, implementation and revision. Most of that has been focused on a district level with input from individual schools. Discovery Elementary has adopted these resources as part of the Box Elder School District along with the other schools in the district. We then went through and created curriculum maps and pacing guides to help us focus our attention on the aspects that matter most in each area.

After the Utah Core was adopted the Box Elder School District had teachers analyze it and look at what were the most important aspects of it. They then identified the essential learning standards that would be a priority in each grade and would be the focus of instruction. These standards were meant to be the most important items that we would guarantee all students would be taught to mastery during the academic year. Discovery school has further identified those standards which are the most important in each subject area.

In the areas of Math and Reading Discovery Elementary uses the three tier instructional model from the Response to Intervention framework. Students are taught in a Tier 1, or whole group setting. Based on formative assessments the teacher provides interventions to the students that did not master the material the first time. These interventions are often an increase in the time and intensity of the instruction and are called Tier 2. Teachers then review student results from their assessments and decide if students need to move to Tier 3 interventions which would increase the time, decrease the group size and change the instruction style again.

The instructional materials used vary by grade but there are certain key materials that are consistent in Reading/English Language Arts. We use Saxon Phonics in grades K-2 and McGraw Hill's Treasures basal reading program for our Tier 1 Instruction. In our Early Literacy Grades we provide Tier 2 and 3 instruction based on the critical skills that students need in phonemic awareness and phonics. To assess student's mastery in these areas we use the Box Elder Phonemic Awareness Skills Test (BEPAST) and the Box Elder Phonics Screener (BEPS). These two assessments allow us to assess student mastery of critical skills and to intervene if they have not shown mastery using skill based instructional groups. Students that are performing on grade level are given more complex tasks in each grade. In Kindergarten the students are given opportunities to read and practice those skills, while in fifth grade more proficient students are given opportunities to gather information and prepare reports to present to peers.

Our mathematics instruction has been strong for the last several years thanks to Houghton Mifflin Harcourt Math Expressions. This math instructional series has been a reliable and challenging math book that allows us to show students many different strategies to help them master the essential learning standards. A number of our teachers have earned their math endorsements as well, helping to increase their competency in math instruction. Fourth and fifth grade students that are already showing proficiency, have time where they work with a paraprofessional who gives them challenging extension activities.

Our instruction in science and social studies/history is integrated into our language arts instruction in grades K-3 through leveled readers, Story Works, and other supplemental materials. Our fourth and fifth grade classes each have time set aside daily for instruction in science. The instruction in these two classrooms is not based on one specific instructional program, but is based on the Utah Core and has been put together by the teachers that are providing the instruction. They focus these units on the main themes of the core and provide students with instruction and learning opportunities around each topic.

A lot of work has been done over the last few years to help us assure that we have a systematic approach to instruction in our different grade levels. Teachers are working in grade level teams effectively to assure that all students are learning and that what we are doing for them meets their individual academic needs.

2. Other Curriculum Areas:

Discovery Elementary hires part time paraeducators to instruct students in the areas of music, physical education and computers. These paraprofessionals work very hard in their time with students and each have specific skills that students need to acquire. These classes are taught for 50 minutes once a week to each class.

The music curriculum is the most popular program at our school right now. The music teacher, when hired, was asked to teach students the 7 Habits of Highly Effective People and music. The teacher then wrote and composed eight songs to teach the habits and an introduction to music. These songs are things that help students learn and understand these habits and often have examples of how to live them. He also teaches students the basics of music and instruments. Teachers are encouraged to take time regularly for art projects in class as well and integrate it into their curriculum.

Physical education class is based on a variety of activities throughout the school year that promote fun healthy lifestyles. This teacher also encourages students to participate in a free throw shooting competition and the Presidential Youth Fitness Challenge, allowing students to set goals and track growth in these areas during the year. She promotes healthy living every day with students. In our regular classrooms, teachers also teach the Utah Prevention Dimensions lessons or program that promote drug free schools and the health core.

Our computer teacher focuses on typing skills and using basic computer programs with students. Our first grade students are using Imagine Learning, and educational computer language software that helps students become familiar with the basic functions of a computer. Students in the upper grades also use Utah Compose in their classrooms to give students immediate feedback on their writing allowing them to make adjustments and increase their writing ability. Just recently we have invested money into MobyMax, a computer program that allows students to practice math on the computer.

The employees who teach these curricular areas do a lot with little time and training. One is even working to earning their teaching degree.

3. Instructional Methods and Interventions:

We combine a variety of strategies in our instructional model as a school. We follow the Professional Learning Community (PLC) model and strive to collaborate for the success of our students. The Response to Intervention (RtI) model helps us move students through intervention groups and into extension groups as they master learning standards. A combination of RtI, PLCs The Leader in Me, and Annette Brinkman's Big 8 strategies provide a strong base for instruction at Discovery Elementary.

Box Elder School District allocates time weekly for our teachers to meet in PLC teams. These grade level teams address four questions and focus their energy on student learning: What do we want students to know? How will we know if they have learned it? What will we do if they are not learning it? What will we do when they already know it? This keeps us focusing on all students and making sure we have interventions and extensions based on student need. As part of this process, we use RtI to see how students are responding to the interventions. Students that have not met standard based on the assessment are given additional opportunities to show mastery.

Teachers meet every other week to look at intervention data and assure that students are making progress in the current interventions. RtI forms are completed for each struggling student and their data is tracked and monitored over a 6-8 week session.

In first grade, students are assessed on essential learning standards each week. Students who do not show mastery are assigned to an intervention group for a week. The next week they are then reassessed and assigned to the appropriate group. The fourth and fifth grade classes have a process worked out for math that is very timely. Students who do not show mastery on the daily lesson stay with the teacher for an

intervention each day while students who do show mastery are sent to an extension activity with a paraprofessional where they play math games and master math facts.

The Leader in Me also helps us to set and track goals for student learning. Students record and track their goal in a Leader in Me notebook. Every student makes learning goals that help grade levels reach a grade level goal. Each of the grade level goals is connected to a school wide goal. These goals are tracked as a grade and school through data walls.

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

We use a wide variety of student assessments depending on the grade level. As part of our Professional Learning Communities (PLCs) teachers are expected to look at student data on a weekly basis. Every other week we also have a meeting where we look at progress monitoring data and student growth. In Utah DIBELS and SAGE are mandatory assessments. These assessments allow us to gauge the effectiveness of our instruction and make changes in curriculum. We also find that our grade level common formative assessments give us information that allows us to adapt instruction.

Box Elder School District implemented the use of two formative tests – the BEPAST, used to assess phonemic awareness skills, and the BEPS, used to assess phonics skills. Students in grades K – 3 are assessed and if necessary assigned to a small group for Tier 2 instruction. Students are continually assessed and moved through small group instruction based on their need. This model has ensured that students are receiving instruction on their specific needs. In addition to these two assessments, we also use data from the DIBELS benchmarking assessment.

Parents are kept informed of student learning through a variety of means. Teachers record progress in the online gradebook. Twice each school year we have student led parent teacher conferences where students report their learning, goals and progress to their parents. Our school also has learning goals with posted progress as you walk in the school.

The subgroups at Discovery are very small, 10 or less in most areas. The subgroup of economically disadvantaged, which is 43% of our population is the one that is struggling. In English/Language Arts this subgroup performed 10% lower in SAGE than the overall average of our school. Our interventions and extensions target every student that is reading below grade level. We have been focusing our efforts the last few years on the basic early literacy skills. This has shown great results and we are now seeing more students reading earlier than before. In about three years the work we are doing now will reflect very heavily in SAGE and I am very excited to see these students progress.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The focus of our school climate is leadership. Teachers work hard to engage students in their classrooms, but as a school we engage them through setting and reaching goals and leadership roles. As a part of the Leader in Me framework every teacher and student has a leadership role.

As part of our behavior system students earn blue gems for positive behavior. These gems fill a jar in the offices and when the jar is full there is a school wide reward for students that had positive behavior during that last time period. Students are also named leaders of the month and a picture of them is posted near the office to celebrate their great leadership during that month.

Teachers have also been trained in the Big 8 teaching strategies from the book *Class Acts* by Forlini, Williams and Brinkman. These strategies encourage highly engaging classroom lessons and recognizing the positive that students do. They list “cueing” as one of the strategies where you support expectations with positive statements. This strategy helps to keep a positive environment in the classrooms as we work with students. The eighth strategy is “tasking” which helps us shape questions and devise activities to engage students directly in responding. Tasking helps remind us that we need to come up with strategies that keep all students involved in the lesson. Many times this is called active engagement, and research shows that it is critical to student learning.

Students are also tracking reading minutes through the year with a goal to reach 2,000,000 minutes. When the school makes it to certain points we have different activities to celebrate the success of student reading. Last year we reached 1,500,000 minutes read and 2,000,000 for this year is a stretch with the same number of students. Our results so far this year show that we are on track to reach that goal.

We have amazing teachers at Discovery. Each year we have different teacher recognition programs that we do to recognize and celebrate them. This year at each faculty meeting teachers are recognized by each other for specific things they have done; then drawings are held to give out prizes as a “thank you” for their efforts.

We are always looking to improve our environment at Discovery. We want to encourage students and teachers to do their best and celebrate the wonderful things happening. There is a lot of good that is happening at our school and we get very excited to celebrate it.

2. Engaging Families and Community:

In a small community like Brigham City the school becomes an important part of the lives of the children and families. Our school district even starts later than most in Utah due to the county fair in August. Parents and community members are welcome in our school and do a lot to help us academically and socially.

We have a program with an Americorp volunteer that provides an extra reading intervention to students for minimal cost to our school. This part time employee helps contact and coordinate a group of volunteers 4 days a week to help tutor students in reading with the Read Today program. What we have seen is that these students reading scores grow more than comparable students outside of the program. We also have our Parent Teacher Association and Community Councils that are groups of parents that help us collaborate for the benefit of students.

Discovery Elementary has also set up a few other community connections to help benefit our school and the outside community. One is “lunch with a cop” where we coordinated with the local police force to have officers come into our school and interact in positive ways with students each week. The police department has reported that it has been a very positive thing for their officers and the students absolutely love seeing them here. This program has even been extended to us inviting our state representatives and

other local political figures to have lunch with students. Another partnership that we have set up as a district is with the Brigham City Chamber of Commerce. They have started a Play Unplugged summer program that we endorse each school year to encourage students to participate in non-electronic activities during the summer.

Ken Garff, a Utah based car dealership has created the “Road to Success” program and Discovery Elementary participates in this annually. They provide a digital platform for tracking student reading and prizes for students in schools that participate. We use this to help us keep track of our reading incentive programs and to provide rewards to students.

The Leader in Me also has a parent and community involvement piece. Once a year we hold a Leadership Day at the school where we invite local leaders, community members and parents to come into our school and we showcase the great things going on as seen on our walls. Students truly lead this day and showcase their abilities and talents. We also have regular parent nights where we help parents with academics and leadership and are even about to start a parent course on the 7 Habits of Highly Effective people.

We could not make the progress academically or socially that we do without the support of parents and the community. Brigham City is a great community with a lot of support from parents, businesses and other organizations.

3. Professional Development:

Professional Development is very important to the success of any school. The principal strives to be an example of professional learning, and has a professional coach that consults and works with him three times each year. He also attends conferences when available and has been part of the Utah State Elementary Principal’s Literacy Institute this year. This next year, Discovery Elementary will be trained with the Assessment to Achievement training in the state of Utah to learn how to use data to guide instruction in a more systematic way.

The Box Elder School District has a lot of opportunities for professional development and training for teachers. A few years ago they started offering math endorsement classes for teachers in the district. Several teachers at Discovery signed up for this opportunity. A study of the data of those teachers compared to ones that do not have a math endorsement showed that teachers who had been through the math endorsement class outscored other teachers by a significant amount. Now we have eight teachers with math endorsements. Our district also offers a series of professional development evening classes during the year with different themes. We have six teachers earning endorsements in English as a Second Language right now, one working on the math endorsement, three reading endorsed teachers and six teachers with Master’s Degrees.

Each month one of our faculty meetings is dedicated to professional development. Last year we read the book Focus by Mike Schmoker to look at highly effective strategies for literacy instruction. Right now the focus is on engagement strategies. We are working to shift our focus to asking more depth of knowledge questions. We will be learning about engagement, then working on specific strategies during the month with us following up on those strategies and our success the next month. With the help of the principal’s coach this is a new process that we are just getting started with our teacher improvement in our school.

Our district also provides a half time instructional coach to each school to help provisional teachers and literacy instruction in the building. Our instructional coach provides grade level and individual teacher support. She focuses her time on literacy in grades K-3, consulting with teachers on highly effective strategies, and other instructional concerns.

When our teachers hear about opportunities for high quality training that gets results they get excited and ask to participate. They often watch scores of other schools nearby and when someone has something going really well they get together and go find opportunities to learn what they are doing.

4. School Leadership:

Our leadership philosophy at Discovery is that everyone is a leader. It is in our mission statement, and a part of our daily instruction. This is something that we are constantly working toward. Aside from having a principal, an instructional coach and team leaders from each grade level, we have leadership opportunities for each teacher in our school. All employees have had training in the 7 Habits of Highly Effective People and work toward leadership in their roles.

With the Leader in Me framework every teacher is a part of an action team. These action teams make decisions on activities, instructional practices or other items to help our school. One faculty meeting each month is dedicated to having these teams meet, allowing them to make decisions and plans for their upcoming responsibilities. In one committee recently they discussed an upcoming parent math night, and were able to prepare what they needed to and give out assignments to others.

This year we adopted a new phonics program at the district level. Our school had three teachers represented on the team that looked over data on this decision. They chose a program that had a long history of success and that since adoption has shown huge success in our reading scores.

One team at our school that has made a lot of contributions is the Community Council. The Community Council has the role of creating plans for school improvement, trust lands spending, reading achievement and professional development for the school. These plans are made while looking at the school data and asking for input from the principal, teachers and parents that are on the council. This year we are looking at how to spend \$36,000 in school trust lands money for the next school year, and have decided that although we have made progress in reading we should add additional support to kindergarten by changing our reading intervention tutors hours to include more time with our kindergarten students. A few years ago, when there was a surplus in this budget a teacher on the committee shared with the school research about how speaker systems in classrooms has increased student test scores allowing all students to hear the teacher more clearly. This led to our school investing money over several years in these systems.

Our school has limited resources as we are part of one of the lowest funded districts in the state of Utah. It is important to us that we look at our decisions thoroughly before spending any money and that we get ideas from multiple perspectives as we make decisions.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The one practice that has had the biggest impact on the success of Discovery Elementary School is the Leader in Me (LIM) framework. This has done a lot to help everyone in the school focus on what matters most. The LIM has empowered our students, allowing them to see their potential. It uses highly effective practices based on research to ensure that students are learning and behaving appropriately.

Many of the aspects of the LIM match John Hattie's work on the most effective instructional strategies. One of those strategies outlined by Hattie is Self-Monitoring of Learning. Each Student has a leadership notebook that allows them to celebrate successes, track learning and make specific goals about future learning. These notebooks are used by students to lead their own parent teacher conference. The students know what they are supposed to learn, where they are in their learning of the different critical areas and what they need to do in order to reach standard. Each grade level team of teachers collaborates to make decisions on the critical learning for students. The teacher teams have identified the most critical areas in the curriculum and named one Wildly Important Goal (WIG) for each subject area. They allow students to track these goals and the school tracks them with a scoreboard in the school. The student ownership of their own learning allows the teacher to help facilitate learning in the classroom and remind the students of the most critical learning objectives.

The focus on the 7 Habits of Highly Effective People has also helped students to learn how to deal with problems and conflict together and how to collaborate in their daily interactions. Habits three through six teach students to seek a win-win, seek first to understand, then to be understood and synergize. We see students using these habits in all aspects of their daily life. These are much more visible than the other habits. Every student has a leadership role that allows them to feel ownership and affiliation with the school. The students take pride in their leadership responsibilities and work hard to meet the expectations of each responsibility.

Using the 7 Habits can be intense, and we try to make sure that we take time to celebrate the good that we do. Habit 7 tells students to take time for them and achieve a daily private victory. This helps renew and energize you to keep achieving great things.