

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 [X] Charter [] Magnet [] Choice

Name of Principal Mr. Dan Johnson

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

Official School Name Edith Bowen Laboratory School

(As it should appear in the official records)

School Mailing Address 6700 Old Main Hill

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

City Logan State UT Zip Code+4 (9 digits total) 84322-6700

County Cache County

Telephone (435) 797-3085 Fax (435) 797-3668

Web site/URL http://edithbowen.usu.edu/ E-mail dan.johnson@usu.edu

Twitter Handle _____ Facebook Page https://www.facebook.com/eblsusu/?fref=ts 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. Dan Johnson E-mail dan.johnson@usu.edu

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

District Name Edith Bowen Laboratory School Tel. (435) 797-3088

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 Dr. Mary Roe

(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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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	23	25	48
1	27	21	48
2	25	28	53
3	27	25	52
4	30	21	51
5	21	31	52
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	153	151	304

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
 - 3 % Asian
 - 1 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % White
 - 5 % 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: 3%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1, 2014	304
(5) Total transferred students in row (3) divided by total students in row (4)	0.030
(6) Amount in row (5) multiplied by 100	3

6. English Language Learners (ELL) in the school: 3 %
22 Total number ELL

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

Spanish
Chinese

7. Students eligible for free/reduced-priced meals: 31 %
Total number students who qualify: 93

8. Students receiving special education services: 13 %
39 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>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>1</u> Deafness	<u>1</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>23</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>9</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

9. Number of years the principal has been in her/his position at this school: 5
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	2
Classroom teachers	11
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	8
Paraprofessionals	0
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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.

Required Information	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	96%	95%	97%	96%
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 X

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.

Our mission is to ensure high levels of learning for elementary students, utilize effective evidence-based practice; mentor pre-service teachers; and conduct and disseminate educational research.

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

Students are chosen through a lottery system.

PART III – SUMMARY

Edith Bowen Laboratory School (EBLS) is a K- 5 public charter school located on the campus of Utah State University and is a unit in the Emma Eccles Jones College of Education and Human Services (CEHS). The school has provided quality education for more than eight decades to students from all across Cache Valley. The original site for the campus was the old Whittier School in Logan, Utah. This facility served as a teacher training site for the College of Education until the laboratory school was moved to the campus of USU in 1957 and was formally named Edith Bowen Laboratory School. A new facility was constructed in 2004 next to the CEHS.

Edith Bowen served as principal of the Whittier School and worked intimately with Emma Eccles Jones, the school's first kindergarten teacher. Both of these great educational leaders received degrees from Teacher's College at Columbia University and were mentored by John Dewey. The influence of democracy, freedom, and learning through experience have continued to shape programs and instructional delivery at EBLS over the years. EBLS continues to be an essential component of a teacher education program in which professors and scholar practitioners collaborate to accomplish its mission of developing, measuring, and disseminating evidence-based practices in elementary education.

Since EBLS is a public charter school, entrance to the school is determined through a lottery. This process ensures that the population of the school is culturally, socially, and economically diverse. As a matter of fact, the school is a Title I school with 35% of the students on free and reduced lunch. In addition, 16% of the students at the school qualify for and receive special education services. The faculty and staff value this diversity greatly. Nearly 250 pre-service teachers come to the school each year as part of the teacher education program at USU. They have the opportunity to see how powerful instructional practices actually influence learning on various levels in a typical school environment. Master teachers at the school use a constructivist approach to teaching as they provide students exposure to a wide variety of learning options that are hands-on and inquiry based. Whether in the classroom or in the field, students are given the opportunity to engage with an experience, reflect upon it, form meaning, and then apply their learning to new or novel situations. EBLS is sensitive to educating the whole child. Therefore, personal and social development is facilitated through students' participation in The Leader in Me program which is based on The 7 Habits of Highly Effective People. In this program, every student in the school has a leadership job to perform.

Most recently, the EBLS Journey Plan has been developed and implemented in the context of a Professional Learning Community (PLC) to help insure that teachers and leaders stay true to the school's mission. This road map for the future provides a way for the school to achieve state and federal accountability without resorting to scripted programs that are often contrary to a progressive-constructivist approach to teaching and learning. Faculty at EBLS have the capacity to unpack the USOE Core Curriculum standards. Using a collaborative process, teachers embrace the autonomy they have to identify achievement targets, write common formative assessments, select appropriate materials and resources, and to choose among powerful evidence-based teaching strategies. They are empowered to monitor student progress using data from mandated and teacher-created assessments to group and regroup students for Response to Intervention (RtI). In the Journey Plan, teachers use an iterative process as they look at student results to reflect upon their instruction and lesson design. Furthermore, as an important element in our look to the future, teachers utilize computers in a 1:1 technology environment to expose students to 21st century tools and to enhance student achievement. A high water mark for EBLS has been the integration of content across multiple disciplines including drama, art, fitness and movement, media, music, and foreign language.

We have discovered that professional development, place-based education, project-based learning, STEM initiatives, and the use of technology tools and related software applications, are preparing students for college and career readiness. As a faculty, we are working diligently to skillfully guide Edith Bowen Laboratory School into the future.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum at EBLIS is grounded in our commitment to high-quality education and is a key theme in our Journey Plan. Our institution is focused on creating a guaranteed and viable curriculum for every grade, class, and student. Our commitment to teaching a strong curriculum has been supported through extensive professional development.

Our teachers participate in Summer Curriculum Institutes where they are trained in the multi-step process of developing a guaranteed and viable curriculum. This process begins with the creation of a scope and sequence map that aligns across content areas and includes integration, standards, and assessments. The development of a strong scope and sequence serves as the foundation of our curriculum program. Teachers have been given the opportunity to use their autonomy in determining the most effective sequence of content areas and gained self-efficacy as they have become familiar with each of the standards and assured its proper placement within the sequence.

Beyond the development of the scope and sequence, teachers have worked to identify specific power standards that serve as key concepts students must master in order to be considered proficient in each grade level. These power standards are used in our spiraled curriculum for constant reinforcement as well as goals for students who have Individual Education Plans within our special education program. Power standards, along with all others, as outlined in the Utah Core Standards, are sequenced in such a way that the content can be integrated across subjects and throughout our humanities program.

Teachers are also trained in the process of unpacking standards. This process includes an in-depth look at each standard, identifying essential questions, enduring understandings, and requisite skills. Through unpacking each standard, teachers gain a full understanding of what they need students to know and be able to do. As teachers complete the unpacking process they work to develop common formative assessments that measure students' proficiency. These common formative assessments go beyond traditional multiple choice tests and often involve complex critical thinking skills, project based learning, and written explanations. Common formative assessments are then used by teachers to inform instruction both within the classroom and within our Response to Intervention program. Our work in developing curriculum has become the foundation on which we have built a high-quality education

Due to our role as a laboratory school, it is essential that we teach using the most effective practices. This requires us to step aside from teaching one specific program and instead focus on utilizing research to guide the instruction within the classroom. Teachers use curriculum based programs as tools to support their scope & sequence maps. Within our math program teachers use a range of tools that facilitate critical thinking, focus on problem solving, and teach the 'why' behind math principles. We use elements of Singapore Math, model drawing, and hands-on learning tools, such as SumBlox, that support developmentally appropriate understanding and build students' foundations of math in rich conceptualization.

In our English Language Arts program we use multiple facets to support the National Reading Panel (National Institute of Child Health and Human Development; NICHD, 2000) recommendations for big 5 reading instruction. This includes the use of Words Their Way in teaching phonics and phonemic awareness, as well as explicit instruction for each individual student as is identified through assessments such as the Core Phonics Survey. We have also worked to develop an extensive Leveled Library that is accessible to all teachers and provides books at levels that serve our entire student body. The Leveled Library contains both leveled readers and content related books that range students reading levels and provide a connection between content and reading practice. By providing a rich text environment, students are able to implement specific reading comprehension strategies to improve their understanding, and through wide reading increase their vocabulary. Students practice fluency through meaningful study of content related texts with support through peer-assisted reading such as dyad reading.

Our focus for science and social studies is the implementation of project-based and place-based learning. These tools help students to create in-depth connections with the curriculum while building their critical thinking and problem solving skills. Students engage in learning through integration by reading content materials as they study reading strategies, and writing about topics from science and social studies. Our emphasis on real-life experiences, and connecting learning across content areas helps to create a strong and meaningful curriculum.

2. Other Curriculum Areas:

We believe in educating the whole child. While teaching the core curriculum is essential, we know that in order to make it meaningful for all students we have to reach beyond the traditional methods. Our curriculum includes a rich humanities program that integrates music, media, language, and movement into content areas. Within our humanities classes teachers have developed scope and sequence maps which outline their content areas and create integration with core content. These cross-content integrations make learning meaningful for all students as they engage in multiple instructional styles and strategies. Our students become masters of the elements of music, while simultaneously using music to learn fractions and study civil rights issues. Using a side-by-side teaching strategy our visual art specialist works collaboratively with classroom teachers to develop art projects which teach the foundational elements of art, while concurrently supporting content instruction within the classroom. The side-by-side strategy allows the knowledge of both specialist and classroom teacher to work collaboratively to support student achievement.

Teachers engage students in the practices of place-based education which help them make rich connections to the content and increase student achievement. Place-based education immerses students in authentic learning environments where they can participate in learning about the heritage, culture, and landscape. For example, our students study the earth's movement by visiting Teton National Park where they learn by walking along fault lines and witnessing the impact of shifting plates first hand. We believe in engaging in place-based education for all students, regardless of age or academic ability. Whether it is kindergartners hiking through the foothills to study seasons, or 4th graders visiting Antelope Island to see Utah habitats in real life, students are engaged in meaningful learning experiences by orienting themselves in places where the content is rich and connected.

We utilize the power of project-based learning and its potential in developing problem solving skills in students. Our students engage in rich learning experiences by developing projects connected with the curriculum. For example, our third grade students studied force and motion where they learned about gravity and its principles. As an assessment tool they each developed a marble roller-coaster using foam tracks that would demonstrate their understanding and illustrate their knowledge of the principles. Their ability to apply their learning through these projects allows them to see their potential in future careers, but also to take ownership of their learning as they engage in critical thinking and application. The variety of curricular tools and methods we use are essential in educating the whole child while remaining focused on teaching the standards as outlined in the curriculum.

We also have developed a STEAM scope & sequence which is presented to all students as it connects with the core curriculum. This is embedded in our traditional school day in order to develop strong learners but also and allow all students the opportunity to access these advanced tools and thinking strategies. Our school has participated in Vex Robotics, Lego Robotics, Green Power Cars, Visual Thinking Strategies, and various other STEAM projects. We have a 1:1 technology implementation in our 3-5th grades that allows students to advance their skills in technology and use it in its application of other areas. For example, our 5th graders were able to work with engineering professors where they learned how to use AutoCAD in their development of spatial thinking. These projects help to connect the core curriculum scientific reasoning skills, that students don't always encounter in a traditional day, and apply them broadly through the curriculum. In developing a school wide STEAM scope & sequence map we are developing in our primary grades foundational skills in spatial thinking, programming, and problem solving that will transition to more advanced projects in our older students. This advanced curriculum supports our initiatives implement the latest research and disseminate high-quality instruction to our students.

Our philosophy in providing rich content means that all students have access to alternative curriculum areas. Each of the specialized areas are accessible to all students and support learning throughout the school. The strong cross-content integration allows us to use specialized curriculum to support the common core.

3. Instructional Methods and Interventions:

Our school serves a diverse population of students. With a high percentage of special education students, and many who are on the margin, we are responsible for assuring that our instructional approaches are focused on meeting all students' needs. We have a comprehensive Response to Intervention (RtI) program with time built into our daily schedule for reading and math. The blocks of time allocated for RtI help us to implement a comprehensive "all hands on deck" approach, where aides, specialists, and teachers can all convene on one grade and provide more teachers which reduces group size. During that block, every student is receiving instruction at their level. This allows us to address higher learning needs for those who are gifted, and remedial support for those who are struggling to master content. Our focus is to fill gaps in learning and extend instruction based on what is best for our students.

Within our RtI program we use various techniques to meet student needs. Our primary focus is on the use of explicit instruction informed by both benchmark assessments and common formative assessments. Teachers use these assessments to determine specific needs and then focus their explicit lesson plans on filling gaps in learning.

In our reading groups we focus on the 'Big 5' reading elements as identified by the National Reading Panel (NICHD, 2000); phonemic awareness, phonics, fluency, comprehension, and vocabulary. Each day students follow a routine where they begin by practicing fluency using such strategies such as neurological impress or dyad reading. They also engage in word work using a phonics and spelling program that focuses on finding patterns in words. Additionally, students receive explicit instruction in the use of our ten researched and validated comprehension strategies. The emphasis on supporting the 'Big 5' and instructional strategies suggested by the National Reading Panel allow us to assure that we are providing readers, both high and low, with highly impactful instruction.

Our math groups tend align with classroom instruction and serve as an avenue to reteach, practice, or extend. As each student is placed in a group based on needs we are able to move students throughout the levels as they show mastery of the content. Those students who are struggling are often given alternate strategies and tools to address the content, as well as time and support to gain mastery. On the other end of the spectrum, our advanced students are applying advanced critical thinking skills to more problem oriented learning. Students are reinforcing and extending their learning through fluid grouping which allows them access to instruction based specifically on their needs.

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

Using data to inform instruction is an essential element of EBLs. We have developed an assessment system which provides teachers a thorough understanding of their students abilities while also fulfilling state assessment mandates. Students' take the state developed Student Assessment of Growth and Excellence (SAGE) as a benchmark assessment to give us initial scores. Students then take interim SAGE tests as an indicator of growth and a method for teachers to assess their teaching. The summative version provides scores to all stakeholders showing content mastery. These standardized assessments provide us one avenue of formal scores that are used to impact the teaching and reteaching of students, but are only a small part of the assessment system we implement.

Teachers have worked to develop common formative assessments (CFAs) that align with the curriculum and can be given within the classroom for regular feedback on student learning. These CFAs are also used across the grade level for teachers to evaluate instructional methods and collaborate on the most effective teaching strategies. Additionally, we have developed skills assessments for kindergarten and first grade that measure student knowledge in a developmentally appropriate manner. Our Kindergarten Skills Assessment (KSA) is administered one-on-one and uses a variety of manipulatives to emphasize hands-on learning and explanations of mathematical reasoning. The reading portion of the KSA analyzes student knowledge of

concepts of print, phonemic awareness, alphabetic principle, and the beginning phonics skills. Our First Grade Math Skills Assessment is delivered in a small group to allow for shared inquiry while still indicating student ability in math standards. These assessments provide teachers with a wealth of information regarding students' abilities and understanding, and are used to inform classroom instruction and RtI groups.

It is important that our stakeholders are aware of student progress. Summarized results are presented to faculty and the Governing Board after each assessment period. Additionally, we provide student progress reports of assessment data to parents three times per year, alongside our mastery based report cards. Mastery based reporting allows us to share with parents students mastery of the standards as is reflected in performance, along with assessments. These report cards reflect students' progress in each of the content areas as well as in leadership skills.

The dissemination of student results is important in both improving the capabilities of our struggling learners but also in continuing the achievement of our advanced students. Both our comprehensive RtI program and differentiation in the classroom allow us to use data driven instruction for students at all levels.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

The school culture at Edith Bowen Laboratory School is grounded on the values of shared learning and mutual respect between the faculty and students. Upon entering the school students gain a sense that they are part of a family. The only posted rules at EBLs speak to our community building mindset: Respect Self, Respect Others, Respect Property. The teachers are dedicated to creating safe, positive, interactive, and engaging classroom environments for the students to learn. The teachers are treated as professionals at the school and are given time each day to support a culture of collaboration.

EBLS has implemented the Leader In Me program that empowers the students to take care of the school and take ownership of their own academic growth. The students are an integral part of the school, more than just as children seated in classrooms. Each student applies for and maintains a leadership role in the classroom or in the school. The job can be as simple as “door holder” or as serious as being part of the Patriotic Team to raise the American flag each morning. The focus is on maintaining a sense of ownership at the school that reaches beyond the student himself. The students are actively involved in charting their progress in core academic subjects through the use of Leadership Binders. They take pride in even the smallest improvements because they are only comparing their scores against themselves, without the stress of competing against others.

Students also work toward becoming “Self-managers.” Students take personal responsibility of their behavior in and out of the classroom. The faculty and staff take the opportunity to catch the students doing good things and giving positive feedback. This changes the traditional role of teachers reprimanding students for misbehaving and reinforces to the students that they are in charge of their choices. Students become internally mindful of their actions and this allows them to gain additional privileges at school. Working toward becoming a self-manager, the students gain the more global sense that what they do has an impact that reaches beyond themselves.

Teachers consistently work with university professors and professional education organizations to stay abreast of their profession. The administration of the school encourages teachers to earn advanced degrees and content certifications by providing reduced tuition and tuition compensation for graduate-level classes at the university. Teachers are also given a voice in the type of professional development that is presented at the school that meets their needs and helps to sharpen their instruction. The teachers are highly qualified and given autonomy in their classrooms while being held accountable for student growth.

2. Engaging Families and Community:

The community-school connection at Edith Bowen Laboratory School has always been a top priority for administration and teachers. Each year, the faculty thoughtfully considers ways in which to include families in the learning opportunities of their children and opens our doors for community events. We believe that maintaining a strong connection between school and home, as well as between school and community, only serves to strengthen the performance of our school by allowing us to actively be part of the minds and hearts of the people around us.

EBLS has an open door policy for all parents. Parents have an instinctive interest in wanting to be involved in their child’s education whenever it is possible for them to do so. We encourage parents to sign up for regular volunteering in the classroom, to engage with students during classroom celebrations, or just to stop by when they are available - no appointment needed. Parents attend evening events at the school throughout the year such as: One Book One School, Historical Wax Museum, Harry Potter Day, Mountain Man Rendezvous, school carnival, and the annual school musical performance.

More formally, we have a very active PTA group that regularly encourages parents to become members. Our school Governing Board Committee includes our PTA president, along with two additional parents

who serve on the board. The School Community Council is comprised of parents who monitor Land Trust funds, the school improvement plan, and teacher professional development.

Social media is another important piece of the school's outreach to families and the community. Edith Bowen maintains and frequently updates its Facebook page and website. Both of these serve to disseminate the activities that are happening at the school and invite friends and families to join us for special events.

Situated on the campus of Utah State University, our community outreach provides our faculty the opportunity to participate with university programs and scholars. The Dean of the College of Education holds faculty meetings at our site where she presents new legislation, budget updates, and faculty news to nine different departments from the university. The students work side-by-side with the College of Engineering in their VEX and Lego League robotics competitions. The GEAR UP! grant principal investigators invite teachers throughout the state to join us in STEM training here during the summer. Similarly, we work in presenting the Arts are Core conference each summer.

Beyond the bounds of the campus we work collaboratively with other local institutions to support a strong culture of community; this includes Stokes Nature Center, Cache Children's Choir, Hardware Ranch, American Festival Choir, and many others. These connections to the community reinforce our efforts to provide our students with broad experience in both academic and leadership opportunities.

3. Professional Development:

The mission of Edith Bowen Laboratory School emphasizes the importance of using the evidence based instruction guided by the most current research. Professional development (PD) serves as the avenue to provide us the training to improve instruction and student achievement. The two primary purposes of our PD plan are; Professional Learning Communities (PLC's) and the elements of the Journey Plan. We have 2-3 dedicated days throughout the school year, 3 days during the summer, and 2-3 hours weekly for PD or PLC's.

Our emphasis on PLC's is a driving force in making our PD highly effective. Teachers have participated in both national and local conferences on PLC's. This training allows us to share data and feedback that will inform and improve our instructional practices. Through our collaborative teams teachers are able to develop and implement curriculum that supports the most effective practices we have learned.

Through our work on the Journey Plan we have provided teachers with two curriculum institutes during the summer where teachers received specific training in the process of developing a guaranteed and viable curriculum through backwards design. Subsequently, they were taught the process of developing scope & sequence maps, unpacking standards, and writing common formative assessments. This work was all facilitated through training, collaborative work time, and support from administration and coaches. During the following school year, we have provided both full professional days, and Friday afternoon work time to continue this process.

We believe in developing teacher competencies through instruction on the use of highly effective practices, rather than scripted programs. Our close partnership with Utah State University allows us to utilize the expertise of faculty in training our teachers. We have invited them to share specific research-based methods with teachers, and train us directly in the implementation of evidence-based practices in our classrooms. We also work collaboratively with them in conducting research which keeps us abreast the most current literature.

Professional Development is a constant and ongoing process. We are always looking for areas we can strengthen and improve through meaningful PD, and it is only deemed meaningful if it positively impacts student learning and achievement.

4. School Leadership:

There are four primary positions at Edith Bowen Laboratory School that create our leadership team. The Director, the Assistant Principal, the Curriculum and Assessment Director, and the STEAM and Place-Based Learning Specialist. Together, this group collaborates to create and uphold school policies, provide professional development, arrange dynamic learning opportunities for students, and maintain the positive school culture.

The Director and the Assistant Principal of the school work closely together and share responsibilities of observing and evaluating teachers, communicating with stakeholders, and garnering resources for student learning and engagement. As a charter school, the Director serves as the Principal, Superintendent, and liaison between EBLs, the Utah State Office of Education, and Utah State University. The Director is at the helm, guiding the faculty through the EBLs Journey Plan and maintaining high standards of effective instruction. He is acutely aware of current state and local legislation and how changes will affect the school. The Director also oversees the school budget. The Assistant Principal tracks student attendance, reinforces expected student behavior, and serves as the school LEA for the Special Education department.

The Curriculum and Assessment Director is responsible for collaborating with professors on researching best-practice teaching strategies, arranging professional development, and disseminating information to teachers. She is also in charge of all state testing mandates, scheduling end of level testing, and keeping data on student achievement. The Curriculum and Assessment Director meets with each grade level team during the summer and throughout the year to facilitate curriculum development, and coach the writing of common formative assessments. Bi-monthly she meets with the teachers to review student data, and as a team, they identify gaps in students' learning. Using this information, Response to Intervention (RtI) groups are organized to target specific learning needs of students.

Lastly, the Edith Bowen STEAM and Place-Based Learning Specialist cooperates with the teachers, using their unpacked standards and scope and sequence maps, to integrate place-based and project-based learning experiences into their curriculum. He facilitates students' immersion in rich learning environments outside of the classroom where a variety of technology tools are used. He helps to connect content to the authentic world around them by developing writing skills through situated learning and studying erosion by walking along mountain trails. He also provides a number of resources that teachers can pull from to design and create projects as part of their assessment portfolio for the students. His connection to students and classrooms helps him to facilitate the use of social media and maintaining a current website that communicates student learning, experiences, and achievement to stakeholders.

The EBLs Leadership Team works collaboratively to support teachers and improve student learning.

Part VI – INDICATORS OF ACADEMIC SUCCESS

The driving force behind the achievement of our school is the Journey Plan. Through an analysis we were able to outline the Journey Plan which focused on four specific themes that would underlie the improvements needed in our school. These improvements included: 1) creating a common mission and vision, 2) developing expected behaviors for collaboration, 3) generating a guaranteed & viable curriculum, and, 4) implementing a system for monitoring the effectiveness of instruction.

Through a detailed decision-making process, we were able to take the ideas that each faculty member held and create a mission that included the following elements: First, EBLs will serve as a full functioning elementary school; second, EBLs has a responsibility for teaching K-5 students using the most effective evidence-based practices; third, EBLs will serve as a model for pre-service teachers where they will be mentored by master teachers; and fourth, EBLs needs to be actively engaged in conducting and disseminating research in the field of elementary education.

Establishing a common set of beliefs has brought clarity for our faculty's collaborative work. We created the Individual Development Plan (IDP) which was based on the behaviors of highly effective teachers as defined by the Utah Teaching Standards. The Individual Development Plan provides the avenue by which administrators can reinforce the importance of behavioral expectations and effective teaching, while simultaneously celebrating those who were embracing collaboration and communication.

Our school focuses on using evidence-based practice in curriculum, instruction, and assessment. In order for our teachers to ensure that Core Standards are being taught they are continually engaged in a curriculum development process. The outcomes are a scope and sequence for each grade level and students receiving a standards-based curriculum which is resulting in a steady increase in student test scores.

The implementation of the Improving Instruction (II) process allows teachers to complete the steps of observing, reflecting, planning, and implementing change within their instruction. This process encourages teachers to be reflective on their instruction and this positively impacts student learning.

Cognitive growth and efficacy are positively impacted by the implementation of the Journey Plan. Further, teachers are more confident in their ability, and are seeing the impact on students' academic progress. Therefore, EBLs achieved a school grade of "A" from the USOE in just two years. Subsequently, we received 300 out of 300 possible academic growth points indicating that our students are making significant gains. The hours of analysis, reflection, mapping, and professional development have precipitated positive academic change for our students. A persistent effort to bring about change has allowed us to create a school that we feel our students and community deserve.