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

Official School Name Springfield Estates Elementary School
(As it should appear in the official records)

School Mailing Address 6200 Charles C Goff Drive
(If address is P.O. Box, also include street address.)

City Springfield   State VA   Zip Code+4 (9 digits total) 22150-0000

County   Fairfax County

Telephone (703) 921-2300   Fax (703) 921-2397

Web site/URL
http://www.fcps.edu/SpringfieldEstatesES/   E-mail mmrandolph@fcps.edu

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. Karen Garza   E-mail SuperintendentGarza@fcps.edu
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fairfax County Public Schools   Tel.   (571) 423-1130
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 Ms Pat Hynes
(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   139 Elementary schools (includes K-8)
    (per district designation):   23 Middle/Junior high schools
                                        27 High schools
                                        0 K-12 schools

                                        189 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
    [X] 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	9	7	9
K	24	29	53
1	25	26	51
2	29	27	56
3	83	79	162
4	68	72	140
5	72	70	142
6	80	89	169
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	390	399	789

4. Racial/ethnic composition of   <u>0</u> % American Indian or Alaska Native
    the school: <u>24</u> % Asian
                                           <u>12</u> % Black or African American
                                           <u>29</u> % Hispanic or Latino
                                           <u>1</u> % Native Hawaiian or Other Pacific Islander
                                           <u>29</u> % White
                                           <u>5</u> % 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: <u>8</u>%

    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 *to* the school after October 1, 2014 until the end of the 2014-2015 school year	30
(2) Number of students who transferred *from* the school after October 1, 2014 until the end of the 2014-2015 school year	33
(3) Total of all transferred students [sum of rows (1) and (2)]	63
(4) Total number of students in the school as of October 1, 2014	772
(5) Total transferred students in row (3) divided by total students in row (4)	0.082
(6) Amount in row (5) multiplied by 100	8

6. English Language Learners (ELL) in the school: <u>22</u> %
                                                       <u>171</u> Total number ELL

    Specify each non-English language represented in the school (separate languages by commas):
    <u>Amharic, Arabic, Armenian, Bengali, Bosnian, Cambodian/Khmer, Chinese – Cantonese, Chinese – Mandarin, Creole, Dutch/Flemish, Farsi, French, German, Georgian, Greek, Hindi, Indonesian, Italian, Japanese, Kazakh, Korean, Kurdish, Laotian, Malayalam, Nepali, Pashto, Polish, Portuguese, Russian, Serbian, Spanish, Tagalog/Pilipino, Tamil, Telugu, Thai, Tigrinya, Twi, Urdu, Vietnamese</u>

7. Students eligible for free/reduced-priced meals: <u>29</u> %
            Total number students who qualify: <u>225</u>

8. Students receiving special education services: <u>9</u> %
                                                       <u>71</u> 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>5</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>39</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Mental Retardation	<u>1</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>5</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: <u>12</u>

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	32
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 <u>25:1</u>

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	97%	98%	98%	98%	98%
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 <u> </u>   No <u>X</u>

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.

Springfield Estates ES staff provides an engaging, inclusive, technologically-rich community of caring and respect so that all students will excel academically and become responsible citizens in their community.

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

Located 11 miles south of Washington, D.C., Springfield Estates Elementary School (SEES) has been serving students since 1956. It was built during the post-war baby boom to serve the families of soldiers. Children walked to school and played on the large field outside. In 1963 the land around the building was sold and subdivided into quarter-acre lots for new houses. More children joined the school and a wing was added. Over time the demographics changed to include many immigrant families, who purchased the small post-war homes nearby. Some of these homes have since been divided to house multiple families. While some long-time residents remained in their homes, most houses in this neighborhood are now owned by families from other countries so the area is a melting pot of cultures and customs. Poverty and lack of English language are the biggest obstacles to the success of these children.

Since 1985 SEES has also been home to an Advanced Academic Program (AAP) for students in grades 3-6 identified with the potential for giftedness in one or more academic areas as indicated by standardized test scores and teacher remarks. Students who accept placement in the center-based program are provided bus transportation from their neighborhood schools to SEES. Another neighborhood was built nearby in the last decade and enrollment grew. We now have 789 students from 74 different countries. Our building is in the midst of a two-year renovation. We have added a large library/media center and two art classrooms. Traditionally, our students are encouraged to become strong readers and thinkers, challenged to become risk-takers and self-advocates, and expected to become collaborative and respectful team members.

As a Responsive Classroom school, we strive to create communities of learners that know and respect one another, work together, and help each other. Every classroom has a daily Morning Meeting in which students greet each other, share information about themselves, listen to others' ideas, celebrate group efforts, and practice the skills that help them to feel safe while learning. We promote the Growth Mindset, often reminding students that learning sometimes feels difficult and uncomfortable and mistakes are part of the process. We stress consideration for others and explain that everyone is different and actions have consequences so it is important to think about how one's own behavior affects others. These supports contribute to student achievement by creating a safe environment in which students can thrive.

Academically, we use Dr. Jan Richardson's Reading Workshop model in General Education classrooms, which stresses vocabulary, fluency, and comprehension. Advanced students focus on Literature Circles, Latin word stems, and reading responses. Math instruction builds from the very concrete to orally explaining mathematical thinking to describing multiple responses in writing. Even small successes are celebrated. Parents are continually informed of student progress. Teachers typically provide focused lessons to whole groups and then have students work in small groups, differentiated by need or skill.

Our Special Education (SPED) and English for Students of Other Languages (ESOL) teachers plan with grade level classroom teachers and support students in and out of the classroom. We have developed a variety of after school activities and clubs to provide opportunities for all of our students to work and play together in an effort to minimize the separation between the General Education program and the AAP. Interested students come together after school at Chess Club, Boys' and Girls' Run Clubs, soccer clinics, GEMS (Girls Engineering, Math, and Science), and Electronics Club, as well as in band, orchestra, chorus, and an annual musical performance.

Most of our families are very supportive of their children's education. All parents participate in at least one annual conference with their child's teacher to discuss their hopes and dreams for the school year. Teachers share their communication practices and strive to make parents allies in the learning process. We also invite parents and K-2 students to well-attended Partners in Print workshops during each school year to demonstrate teaching strategies that can be used at home to practice the skills being taught in the classroom. Parents of older students are invited to poetry workshops, multi-cultural meals and student presentations, History Fairs, spelling bees, and Parent-Teacher Association (PTA) events. Family gatherings include Bingo Nights, Movie Night, International Night, an inter-school faculty basketball game, and an annual picnic. The frequent communication between home and school creates a partnership that supports children and academic success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

A comprehensive Language Arts program at Springfield Estates Elementary School (SEES) meets the needs of our General Education (Gen Ed) and Advanced Academic Program (AAP) students. K-6 reading and writing programs are aligned with FCPS and state standards through curriculum mapping and team planning. Collaborative electronic data walls allow teachers to monitor students' progress. All students are assessed formally with the Developmental Reading Assessment (DRA) or DRA-progress monitoring tool (DRA-PM) quarterly. Informal assessments are ongoing and drive shifts in classroom differentiation. Collaborative grade level teams (CTs) meet weekly with the Literacy Team (one Reading Specialist, two trained Instructional Assistants (IAs), and a part-time Title 1 Literacy Coach) using data walls and conversation to monitor student progress. The Literacy Team coordinates all interventions with classroom teachers and Special Education (SPED) and English for Speakers of Other Languages (ESOL) teams to ensure the greatest impact of services for students. All SEES Gen Ed teachers have had extensive training and staff development with Dr. Jan Richardson for three years, resulting in the creation of a reading workshop model that supports team and vertical alignment. A Reading Intensive Care Unit (RICU) model is used with struggling readers in first grade. Students rotate among four literacy stations in 15 minute blocks for an intense hour of targeted skill work. The stations include Familiar Read, New Text, Word Work/Poetry and Guided Writing. The program has yielded highly successful results supported by DRA data. Developmental Studies Center's "Being a Writer" aligns our vertical writing workshop model, with positive results.

Investigations and the Envisions textbook are used to teach Mathematics curriculum and standards. Each grade level also uses an interactive notebook that follows the Fairfax County Pacing Guide and Virginia Standards of Learning (SOL). Teachers use the Math Workshop model to meet the needs of all learners through small group teaching and differentiated work stations. The work stations allow students to practice mathematics at a level that encourages deeper understanding. Performance tasks are used to encourage cooperative learning, communication about mathematics, problem solving, and reasoning. Specialists work with small groups of students to provide interventions designed to close the achievement gap. The AAP classrooms use Mentoring Mathematical Minds to enrich and add rigor through the use of multiple representations and deduced reasoning skills. Students in AAP receive above-grade level instruction in mathematics over four years to prepare for Algebra in middle school. General Education students who can benefit from higher level instruction join the AAP classes for mathematics. Students requiring additional support receive Tier 2 and 3 interventions based on their needs. Student progress during intervention is tracked and reviewed every two weeks during Math CT Meetings. During reflection the team analyzes data to guide instruction.

Social Studies frameworks are aligned with FCPS and state standards through curriculum mapping, team planning, and performance assessments. SEES teachers have crafted informal assessments to monitor student progress. Remediation is available throughout the year and interventions are coordinated with all specialists. All teachers have integrated the Social Studies and Language Arts curriculums to ensure reading and writing of non-fiction. SEES students apply their knowledge of the Social Studies curriculum to the real world using structures such as Socratic Seminars, Kagan strategies and individual or collaborative research. The staff at SEES is trained through professional development workshops conducted by the FCPS Social Studies Department. Several staff members share their extended learning with other teachers. Our Science curriculum engages students in hands-on investigations and observations that introduce the scientific study of the natural world. The unifying concepts of change, constancy, and measurement are woven throughout our curriculum. The curriculum provides access to a variety of technology using videos, animation, photographs, video bites, illustrations, and diagrams to further students' cognitive development and comprehension of Science. Lessons are designed to guide students through the process of scientific investigation using inquiry-driven instruction.

Science process skills and patterns of thinking are utilized to strengthen students' development of critical thinking skills. Authentic tools are used so students' experiences simulate the work of scientists. The

hands-on nature of the activities and investigations using exploration and analysis of real data holds the interest of all of our students. Science vocabulary and concepts are taught using pictures, oral descriptions, definitions, and real-world experiences to help students who are second language learners.

The main focus of the Fairfax Early Childhood Education Program (FECEP) is the development of Kindergarten Readiness Skills for students who are vulnerable due to lack of language, minimal exposure to English, and/or environmental conditions that do not support the development of age appropriate social skills. Basic hygiene and conversation are stressed in activities aligned with pre-kindergarten skills such as listening, speaking, and letter/number identification. Through observation and informal assessments, student needs for additional services can be identified. FECEP students entering kindergarten are eager, confident, risk-takers who demonstrate independent skills.

2. Other Curriculum Areas:

Two Art teachers provide one hour of instruction each week to 32 classes in grades kindergarten through six. Fairfax County Public Schools (FCPS) provides an art curriculum for each grade level, which teachers supplement with engaging activities such as building a nest, as a bird would, from natural materials, paying attention to engineering and structure with the provision that the nest must hold 3 eggs (marbles). Many opportunities are provided for showcasing student work, such as International Night, the Pyramid Art Exhibit and the Springfield Connection newspaper. Students use anchor charts and examples as references when practicing new brush strokes or artistic concepts such as foreground, shadowing, or sculpting.

All students experience a wide variety of sports and physical activities in Physical Education (PE) classes twice a week for 30 minutes. Each class begins with group exercise. Two energetic teachers have established procedures that maximize instructional time in PE class. Invigorating music is incorporated into exercise routines, making workouts engaging. Emphasis is placed on developing motor skills. Students are challenged to improve their own fitness levels rather than compete with others. Fun, well-being and skill acquisition for lifetime fitness are primary goals.

All students attend twice-weekly Music classes, designed to expose students to music literacy, movement, singing, and recognizing and describing music and instruments from different time periods and cultures. Students have opportunities to compose and improvise music. Teachers use Orff instruments, songs, video clips, and movement to teach age appropriate music history and literacy at all levels. A chorus of 80 interested fifth and sixth graders meets weekly to learn a varied repertoire and singing techniques culminating in a final concert. In addition, fifth and sixth graders are given the opportunity to participate and perform in a Broadway style theatrical production. The students use a professional light and sound board and actually construct scenery. There are two in-school performances for students and two evening performances. Students participate in all aspects of a theater production from acting to stage hand, lighting and sound and video recording. Last year's production of Peter Pan Jr included over 90 Springfield Estates students, and this year's production of The Little Mermaid Jr may even surpass that number. The performances create opportunities for students from different classes to work together. The quality of the performance is so exceptional that it is easy to forget that the performers are so young. Students in grades four through six elect to participate in Band (106) or Strings (219) instruction weekly during the school day. These classes offer interested students basic music skills with the instrument of their choice. Students showcase their talents at twice yearly concerts during school and in the evening.

A technologically rich environment promotes higher level thinking skills. Classrooms blend online learning and assessment, digital reading, and project based learning to engage all learners. The computer lab is always buzzing with active students. Most mornings the lab is filled with students practicing their reading fluency. The lab hosts the Students Working to Advance Technology (SWAT) team, 63 students who come together to learn new skills so they can be helpers and role models in their own classrooms. The SWAT team meeting is the first place new technologies are taught so students can give their own input and advice for the roll out. They also work on projects of their own choosing, getting ideas and inspiration from their teammates and advice from their teacher. All classrooms have mini-computer labs. These computers enable students to be surrounded by technology, making it part of their daily instruction. Upper grades also have access to 13 mobile carts. The emphasis on acquiring new skills is visible in activities such as the Hour of

Code (coding instruction for all levels), Science, Technology, Engineering, Arts, and Math (STEAM) Night, and PTA sponsored after school technology classes. Teachers have access to specific professional development in small groups before and after school, during teacher work days and during their CT meetings.

3. Instructional Methods and Interventions:

Age, ability levels, language deficits, multiple intelligences, and learning styles all require differentiation. The key is the classroom teacher knowing each student's strengths/needs and matching the instructional methods and interventions. Dr. Jan Richardson's approach supports vocabulary acquisition, reading comprehension, oral fluency, phonemic awareness, written expression, and Bloom's questioning to teach Reading. DRA information is shared and celebrated with children and parents. Daily Writers' Workshop follows "Being a Writer" using mentor texts to motivate and guide students' writing. Because many of our students have few personal experiences to draw upon, it is helpful to provide background information to support their practice. Comprehension Toolkit utilizes high-interest short passages to teach comprehension skills that translate into higher-level thinking and comprehensive written responses. The Socratic Seminar method of formal discussion entails asking open-ended questions around a shared text. Within the context of the discussion, students listen closely to the comments of others, think critically, and articulate their thoughts.

Guided Math and Math Workshop create developmentally-appropriate groupings of students to teach, remediate and enrich math instruction. Differentiated Math Centers break down the math curriculum into games and activities that increase students' math vocabulary, support number sense, reinforce facts, and practice solving complex word problems. In Math Lab students are challenged with puzzles to spur creative thinking. Dialogic Math Journals are used to explain the correct answer and understand multiple perspectives. Math Olympiad fosters creativity, ingenuity, and understanding of concepts, and a love of math. M3 guides the ability to communicate as a mathematician, view problems from different perspectives, and appreciate varied problem solving styles.

The Response to Intervention (RI) team meets and determines which of the following Tier 2 or 3 programs best support struggling students: Leveled Literacy Intervention (LLI), reinforces vocabulary, phonemic awareness, oral fluency, comprehension, and written expression on four progressive levels. Read Well includes motivating technology; Read Live includes modeling, repeated reading of difficult text, and timely progress monitoring which builds fluency and increases accuracy. Reading Mastery uses phonemically-focused, high interest lessons that support students who have processing and visual discrimination issues. RICU seeks to provide additional instruction before students fail, especially in vocabulary instruction, rhyming and oral fluency, self-monitoring skills, and phonemic awareness. The program builds confidence and skills, especially with ESOL and SPED students. "Do the Math" and Manipulatives-Based Interventions teach fractions, number sense, geometry, and measurement using hands-on activities.

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

Our instruction is focused on Standards of Learning (SOL) and integrating assessments as best practices. Assessments range from Virginia's SOL tests to norm referenced tests, such as the DRA to determine students' understanding of concepts and standards learned. A school wide "data wall," SOL scores, DRA levels, WIDA levels, Cognitive Aptitudes (Cog At) and Naglieri Nonverbal Ability Test (NNAT) scores track student achievement in Reading and Math.

All data are analyzed and areas for improvement are identified by name and need. Specific needs of students are addressed through the Response to Instruction (RI) model. It is used to design remedial instruction and alternative strategies to be used with fidelity for a short period of time. Our primary grade students who need reading support meet daily in small groups for guided reading instruction with their classroom teacher as well as the Literacy Team, essentially doubling time spent on reading. Teachers track progress using running records. Struggling first graders are provided intensive daily reading practice in RICU.

Our math specialist shares best practices with teachers to implement in the classroom to help address areas of student weakness. She models lessons, meets with small groups, and creates unit assessments for classroom use. All teachers administer a grade level appropriate Number Sense Assessment at the beginning of the year and results are used to plan instructional groups. SOL, Electronic Curriculum Assessment Resource tool (eCART) data and informal classroom assessments are used to identify math strands that need re-teaching. The Beginning of the year assessment is administered again at midyear and at the end of the year to measure individual student progress.

All data are used to create the School Improvement Plan (SIP) which describes targeted instruction and teaching strategies at each grade level to improve student achievement. The SIP includes grade level enrichment plans for high-performing students such as Problem Based Performance Tasks that generate enthusiasm for math and engineering, as well as the development of collaborative learning skills. The SIP is shared with families on our website and is reviewed quarterly by a committee of teacher leaders, administrators, and a community member to review specific strategies which can be modified, deleted or enhanced. The RI team addresses any gaps between subgroups by identifying specific student needs and recommending/facilitating appropriate remediation.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Springfield Estates Elementary School student learning is our main priority. As a school community, we understand that students learn best in an environment that not only supports their intellectual growth, but one that values their social and emotional development as well. Teachers and staff alike feel strongly that it is only when students feel connected to the school's culture that they can thrive academically. To create such an environment, our school utilizes the practices of Responsive Classroom. This approach stresses the importance of increasing student engagement by helping them feel a sense of belonging and ownership in their learning. One way that teachers contribute to our positive school culture through Responsive Classroom is by holding daily Morning Meetings. This time is dedicated to not only reinforcing important academic concepts, but it also serves as a time to build classroom community. Students learn how to interact appropriately with their peers, listen to and respect others, and work collaboratively. Most importantly, students learn that school can be fun. Students start each day knowing they are an important part of our school. In addition to Responsive Classroom, our school engages in culturally responsive practices that let our students, their families and the community at large know we appreciate the unique perspectives they bring. We hold a variety of events for families including Family Math and Science Night, Run Clubs, and International Night, to name just a few of the opportunities for families to become a part of our school community. When families are involved in the school culture, there is positive impact on student academic, social and emotional development. We make every attempt to serve our diverse families to ensure a positive learning environment for our students. It is important for students to feel connected to our school culture, however it is equally vital that our teachers feel the same sense of support. There is an atmosphere of respect and kindness that permeates the culture of our school. Mentor teachers, Collaborative Learning Teams, and an active Social Committee help teachers feel a sense of camaraderie and efficacy at work. Instruction and student learning are at the heart of all that we do at Springfield Estates. The positive school climate is the foundation from which we build to ensure that we are creating the most supportive environment for students and teachers alike.

2. Engaging Families and Community:

Partners In Print is held two evenings each year for students and families in grades K-2. Teachers model interactive reading strategies and provide materials to 200 guests so that families can practice at home. Student scores increase as more parents are engaged as literacy partners. Science, Technology, Engineering, Arts, and Math (STEAM) Night is a similar event for all grades in which teachers facilitate games, workshops, and challenges in classrooms and students and families can experiment with math-science related activities. Materials are shared so students can continue experiments at home. Art work is displayed throughout the building. Career Day is an annual event in which parents and community members come to the school to share information about different career paths. International Night is an annual event that encourages students and their families to share their family heritage through food, music, dance, crafts and artifacts. The fun activities and performances, and the "museum" of artifacts from around the world celebrate our diversity.

School Beautification Day is an annual event in which students, staff, families and community members including our neighborhood Boy Scout troop come together to enhance the beauty of the school environs. Lunch is provided for the gardeners by one of the local churches. Girls and Boys Run Clubs are led and assisted by a blend of teachers and parents, and the final 5K race has additional family member participants and is supported by our local Chick Fil A. The twice-weekly meetings combine lessons about friendship and social values with physical fitness. Odyssey of the Mind consists of teams of students, supervised by parents, who are challenged to compete to solve problems using higher level thinking skills. Chess Club for interested students in all grades is led by a staff member, assisted by family members of the participants, which meets every other week to learn and play chess. Girls Excelling in Math and Science (GEMS) is offered to fifth and sixth grade girls, and provides hands-on experiments that enhance understanding of Math and Science concepts. GEMS is led by a teacher, assisted by parent volunteers, who encourage the girls to pursue interests in science. Fifth and sixth grade students are required to volunteer five hours each

year, to help them understand that each of us has a responsibility to participate in the health and wellbeing of our community by assisting others.

3. Professional Development:

In addition to the outstanding professional development opportunities provided in our district, our school has developed an annual cycle of Professional Development throughout the school year to support staff members in increasing their competency and experience in best practices to promote student learning. Staff surveys identify perceived needs of teachers which the Resource Committee, made up of the ESOL lead teacher, Math Resource teacher, Reading Specialist, School-based Technology Specialist, Advanced Academic Itinerant teacher, SPED lead teacher, and administrators use to recruit knowledgeable staff members to lead and teach key skills and strategies. Because we offer a variety of trainings, teachers can choose those most pertinent to their own grade level and subject area. Due to our high population of SPED and ESOL students, we often tailor our professional development to support the needs of students who are below-grade level in most academic areas. In addition, we must meet the needs of our AAP, which endeavors to push students further in their higher-level thinking, creativity, and ability to analyze and elucidate difficult and complex problems. For the last two years, key areas of professional development for the staff have included strategies to support children living in poverty, how to teach students with little to no English, strategies to create rich, authentic math tasks for math workshop, use of running records, strategies to increase 'student talk' in the classrooms to build oral fluency/academic language, introduction to balanced literacy, Socratic Seminar, using Document-Based Questions, classroom management techniques, Responsive Classroom, and technology use to include SmartBoard, IXL, Google Apps, Interactive Whiteboard, MyON, Document Cameras, and Wixie. We aim for three professional development sessions each year. Each round of professional development offerings is followed with a reflection period to determine the benefit and possible improvements of our programs. Teachers evaluate the workshop(s) they attended and those evaluations are reviewed by the Resource Committee. The reflection period encourages teachers to introduce and implement new ideas into their own classrooms with support from our staff members. At the end of the year, we send out another survey to staff, requesting feedback and recommendations for continued growth. The principal and assistant principal determine who needs more support and aligns resources and staff accordingly.

4. School Leadership:

The administrative team believes in shared leadership, clear communication, and providing whatever support is needed to create a joyful environment to support the success of all of the children and adults in the school. Because we house multiple programs it is important that information about decisions be shared with staff members to insure that everyone knows resolutions are fair to all. We have established a Resource Committee, including the Reading Specialist, Math Resource Teacher, Advanced Academic Resource Teacher, School-based Technology Specialist, ESOL Lead Teacher, principal, and assistant principal that meets weekly to provide recommendations about instruction and coordinate instructional interventions and events so that efforts are not duplicated and resources are well used. This year our Resource Committee initiated the RICU model to bolster our second language learners in grade one before they had a chance to fall behind. A committee of grade-level team leaders meet with the principal and assistant principal every two weeks to review upcoming events, share information, and address concerns. The Faculty Advisory Committee (FAC), made up of representatives of the faculty to include Instructional Assistants, specialists, itinerant teachers, lower grade teachers, and upper grade teachers meets with administrators monthly to bring forward confidential concerns and brainstorms to make improvements. This year they recommended hall signs reading "Silence shows concern for others" to reduce hall noise while we are under renovation. Teachers volunteer for subject area and ad hoc committees to address specific issues as needed, and meet with their grade level CTs weekly. The entire staff meets monthly for a celebratory breakfast, provided by a different group of teachers each month. This gathering includes up-to-date school information, recognition of staff birthdays, and celebration of shared successes. A Principals' Corner Outlook folder, accessible to all staff members, has been established so important information can be shared as necessary. It also includes a weekly update of upcoming events, schedules and recognition of staff members' outstanding efforts. A Keep In Touch message is emailed to all staff members and parents weekly to update school and calendar information. Most importantly, the school leaders provide whatever

support is needed to help each student and/or adult be successful. At every meeting, the goal is positive problem solving, not blaming or complaining. Teachers and staff support students and one another. Together we celebrate the success of all the members of our school family.

Part VI – INDICATORS OF ACADEMIC SUCCESS

Responsive Classroom, developed by the Northeast Foundation for Children, Inc. is the single practice that has been most influential in the success of SEES. The deliberate teaching of social and emotional skills and values has caused our students to feel more comfortable at school, more connected to their teachers, and more motivated to do their part for the good of the group. The program stresses the importance of knowing students individually, culturally, and developmentally. When teachers know their students that well, they can find whatever will help promote learning. Daily Morning Meeting includes a friendly welcome message, shared greetings, and a little fun. In addition to feeling wanted at school, children learn to listen, take turns, speak clearly, and follow directions. Activities in Morning Meeting are designed to practice skills in a non-threatening game. The teacher's message promotes an expectation of exciting learning planned for the day. While the structure of Morning Meeting remains the same, the activities change every day, so students get both the predictability that provides comfort and the variety that keeps the process interesting. Morning Meeting truly merges social, emotional, and intellectual learning. The program provides guidelines to teachers for facilitating the creation of classroom rules with the children that everyone can support. One of the strongest features of the program is the use of natural consequences for misbehaviors. Rather than blame or punishment, consequences are respectful of student efforts to correct their mistakes. Students are motivated to change their behavior, rather than feeling bad about themselves. Another aspect of the Responsive Classroom program is the inclusion of student choice whenever possible. Not only does choice insure engagement, but using students' interests in the learning process of reading, planning, and creating is a very powerful teaching tool. Academic choice creates a sense of ownership and a personal connection to the learning. The teacher is no longer leading, but facilitating. Having used the practices promoted by Responsive Classroom for years now, students at our school are friendly and well-mannered. They say hello and good-bye, please and thank you, and hold the door for whomever is coming next. Daily attendance is high. Students earn good grades and win awards for their voluntary contributions to art exhibits, musical performances, and national contests. Overall, they are confident and happy learners who continue to be successful in school.