

U.S. Department of Education
2017 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. Buster Barton

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

Official School Name Mary Morgan Elementary School

(As it should appear in the official records)

School Mailing Address 420 North Colfax Street

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

City Byron State IL Zip Code+4 (9 digits total) 61010-1438

County Ogle County

Telephone (815) 234-5491 Fax (815) 234-4094

Web site/URL http://mmes.byron226.org/ E-mail bbarton@byron226.org

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. James Hammack E-mail jhammack@byron226.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Byron Cummunity School District 226 Tel. (815) 234-5491

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 Mrs. Carol Nauman
(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. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 in order to meet all eligibility requirements. 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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
12. 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 (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban with characteristics typical of an urban area
 - Suburban
 - Small city or town in a rural area
 - Rural
3. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	34	20	54
K	57	58	115
1	55	44	99
2	56	47	103
3	60	48	108
4	60	53	113
5	59	52	111
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	381	322	703

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 88 % 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 2015 – 2016 school year: 5%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2015	660
(5) Total transferred students in row (3) divided by total students in row (4)	0.053
(6) Amount in row (5) multiplied by 100	5

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

Specify each non-English language represented in the school (separate languages by commas):
Currently all of our ELL students speak Spanish.

7. Students eligible for free/reduced-priced meals: 32 %
Total number students who qualify: 211

8. Students receiving special education services: 16 %
117 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>8</u> Autism | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>12</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>21</u> Specific Learning Disability |
| <u>2</u> Emotional Disturbance | <u>39</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Mental Retardation | <u>0</u> Visual Impairment Including Blindness |
| <u>1</u> Multiple Disabilities | <u>33</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 9
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 including those teaching high school specialty subjects	29
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	17
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	17
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 24:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	97%	97%	97%	97%
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 2016.

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.

Inspiring Excellence for All!

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

Mary Morgan Elementary School, located in Byron, Illinois, serves more than 700 pre-K through fifth grade students. Byron is a rural town of 4,000 people located about 80 miles west of Chicago. It is a very close knit community, active and supportive of both the sports and academics in the District.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Mary Morgan Elementary School provides students with an educational experience that is research-based, data-driven, and expertly delivered by a dedicated team of educators. Byron Community Unit School District (CUSD) 226 has been committed to creating and maintaining Professional Learning Communities (PLC) for a number of years. The administration at Mary Morgan has been able to foster these relationships through scheduling by providing each grade level team common planning time. This, paired with team work days, has allowed educators to align to the Common Core State Standards (CCSS), create common district assessments, collectively review data on a weekly to monthly basis, create standards-based rubrics, develop assessment and subject frameworks, implement and effectively use 1:1 technology (grades three through five), and determine the best teaching strategies based off data and best practices. Furthermore, monthly Pouring Over Data (POD) meetings allow grade-level teachers to meet and discuss progress monitoring data, grouping, and strategies for students receiving intervention and other support services.

PLCs have also allowed staff members to not only meet and reflect on data and teaching practices, but also on our students as individuals. Through these discussions, teachers are able to meet educational needs, as well as individual interests, social-emotional needs, and students' family concerns.

The fully aligned language arts curriculum provided at Mary Morgan has integrations of Next Generation Science Standards (NGSS) and provides civic learning and engagement. These connections become more explicit through supplemental activities provided by educators including the use of supplemental materials, such as Scholastic News, and thematic units created by teachers to go beyond the reading curriculum. The reading curriculum (Journeys) focuses heavily on finding and using text evidence in both fiction and non-fiction texts. Students receive instruction on grammar, vocabulary, phonics, spelling, and writing through the anchor text and paired selection for each lesson. There is an emphasis on vocabulary and students interact with target vocabulary multiple times throughout the lesson. Writing instruction occurs through a variety of methods—students are able to respond to the text they are reading as well as receive formal instruction on informational, narrative, and expository writing. Teachers have integrated technology to allow students to publish and respond to work through various platforms. The use of Daily Five, differentiated guided reading groups, and small group instruction help meet the needs of all students.

Mary Morgan uses a fully aligned, spiraling math curriculum (Everyday Math) that continuously builds on previously learned skills. Through the spiraling curriculum, teachers determine the needs of their students and adjust instruction in order to meet those needs. It also provides an opportunity for scaffolding and a gradual release of ownership for the learning. Guided math and small group instruction provide differentiation opportunities. In kindergarten through second grade, math aide support allows for one-on-one instruction, small group instruction from two teachers, or catch-up and re-teaching opportunities.

The science program used at Mary Morgan (Bring Science Alive!) aligned with NGSS, focuses on learning science skills through explorations and investigations. Teachers at Mary Morgan have worked together, through the adoption process to emphasize the most important content at each grade level. This vertical articulation has provided the ability to make sure that students have the prerequisite knowledge that they need at each grade level. Teachers have also worked to integrate the NGSS standards into literacy instruction through guided reading, literacy-based explorations, and by making connections with the anchor texts and paired selections found in Journeys. The program, adopted for the fall of 2016, is new to Mary Morgan.

The social studies program combines geography, map skills, history, and elements of civic learning. There is a great deal of integration of social studies topics in grades K-two. In four and five, social studies is a separate subject. The history component covers exploration and colonization through World War II. Geography instruction focuses on the United States, Africa, Asia, and Europe. There is a great deal of technology integrated within social studies instruction.

Mary Morgan's Pre-K program is an Illinois State Board of Education Gold Rated Program. The program follows Creative Curriculum and focuses on early literacy and math instruction as well as social-emotional learning skills. Integrated centers aligned to the Illinois Early Learning Standards are used. Literacy instruction focuses on name writing, letter and sound recognition, text directionality and basics. Literacy units allow students to explore, express wonder and curiosity, create models, carry out simple investigations, and communicate ideas about different science topics. Math instruction includes counting within 10; subitizing within five; sorting and patterning; and number, shape, and color recognition.

2. Other Curriculum Areas:

As a part of a well-rounded curricular experience, all Mary Morgan students, grades kindergarten through 5, are exposed to classes in Physical Education, Art, Technology and Music.

Physical Education: Physical education instruction is provided to Kindergarten through 5th grade students five days each week. At the K-2 level, students receive instruction on basic locomotor/non-locomotor skills, manipulative skills, spatial awareness, movement skills/concepts, Physical Fitness and Health, Group Activities and PBIS/Class Expectations. At the 3-5 level, instruction will focus on Traditional Sports Related Activities, CrossFit Activities, Large Group Activities, Holiday Themed Runs, Special Activities (Heart Adventure Course, Jump Rope for Heart, etc.) and other Health Related Activities to correlate with the Healthy Fitness components.

Art: The art curriculum at Mary Morgan begins in kindergarten and continues through fifth grade. Kindergarten through second grade students have art class twice a week for 30 minutes each. Third grade through fifth grade students have art 3 times a week for 30 minutes each. The art curriculum focuses on five district power standards which cover art vocabulary, concepts and skills, craftsmanship and use of tools and materials, creative expression, and culture and art history. Each art unit addresses most if not all of these power standards. Students learn a variety of art making techniques from painting and drawing to weaving and sculpture along with a variety of valuable skills, including critical thinking, problem solving, creative thinking, and verbal and visual communication. We design our curriculum to incorporate themes and activities that will allow these skills to build along with introducing students to experimentation, exploration, and cross-cultural studies. Through the study and making of art, students are able to evaluate, question, respond to, and prepare for the world around them as lifelong learners.

Technology: The technology curriculum at Mary Morgan begins with our district commitment to a one-to-one laptop initiative starting at third grade. K-2 classroom settings also enjoy access to personalized technology integration through iPad and desktop access within their classrooms. All K-5 students also attend a technology specific curriculum once a week at Mary Morgan designed to offer interactive support with personal devices. Among many activities, kindergarten students learn how to click and drag, cut and paste, and visit different websites. First grade students create presentations, gain experience with digital media, and begin to explore components of proper research. Second and third grade integrate Internet safety standards with keyboarding lessons, as students become efficient touch typers. Fourth grade students work with spreadsheet software, explore collaborative writing processes, and begin coding through drag and drop interfaces. Finally, fifth grade students work with photo editing software, participate in advanced collaborative assignments through multiple mediums, practice proper citation during research based assignments, and learn specific JavaScript and HTML coding languages. These activities are cornerstones for developing creative, collaborative, 21st century learners while enhancing mathematics, reading, writing, and science instruction.

Music: The music curriculum at Mary Morgan begins in Kindergarten and continues through fifth grade. Kindergarten through second grade students have music class three times a week for 30 minutes each. Third grade through fifth grade students have music 2 times a week for 30 minutes each. Mary Morgan utilizes the GAMEPLAN music curriculum for children. Organized by grade level and presented chronologically in weekly lessons, GAMEPLAN sequences musical skills and objectives that support the National Standards for Arts Education and the districts own power standards. The curriculum is eclectic and embraces several philosophies, including the principles of Orff Schulwerk and the Kodaly approach to reading rhythm and melody. Folk songs, folk rhymes, and traditional games and dances form an integral part of the repertoire

included. Starting in 5th grade students begin to reinforce music literacy, ear training and instrumental skills by learning songs on the recorder. Beginning instrumental instruction helps students transition into beginning band and chorus at the middle school level. In addition to our daily work in the classroom, each grade level will perform a concert for the public each school year. Kindergarten performs an end of the year concert on the last day of school. First and Second grade students perform a “Holiday Concert” in December. Third and Fourth grade students perform a “Patriotic concert” in March. Fifth grade perform a selected “Theme” concert each year in October. Our school district believes that live performance instills learning music from our culture, promotes confidence and gives students the opportunity for expression in a unique manner.

3. Instructional Methods, Interventions, and Assessments:

Teachers at Mary Morgan Elementary School rely on data in many forms to drive classroom, team, and school-based decisions that benefit all students. Common assessments used within the math and reading curricula provide immediate feedback to teachers. Other tests used by the staff are Aimsweb Plus and Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) for math and reading. Using these assessments, teacher observation, and classroom formative assessments, teachers at Mary Morgan provide student-centered, differentiated opportunities for all students.

Students at Mary Morgan are in classrooms in which common assessments analyzed by classroom teachers determine how to best service the students. Through data discussions, teachers use those results to determine where changes in instruction can take place and further enhance student learning or to adjust small groups. Special Education services in grades four and five also allow an opportunity to co-teach and further student learning through the benefits of two instructors, more individualized learning, and one-on-one opportunities. Mary Morgan teachers also use NWEA MAP tests and Aimsweb results to work with students to differentiate centers, focus on the strengths and weaknesses of those students, and target their needs.

To meet the needs of all students, Kindergarten through second grade teachers use guided reading within their classrooms. Reading specialists, interventionists, and aides are part of the team that work to provide support and instruction for the guided reading groups. Groups form based on an analysis of the Aimsweb Oral Reading Fluency (ORF), MAP test, and/or Educational Software for Guiding Instruction (ESGI) and have a focus on fluency, reading strategies and skills, and decoding. Students that have the most profound needs go into the groups with the reading specialist, interventionist or classroom teacher to provide the most support. Students move in and out of groups based on the results of progress monitoring through running records, fluency checks, sight word checks, ESGI data, and/or classroom common assessment results.

A third layer to meeting the instructional needs of all students comes with tiered services. Students can enter tier 2 services if they are at the 30th percentile or lower on NWEA MAP or the Aimsweb ORF. Students in tier two services have small group instruction five days a week for twenty-five to thirty minutes per day with a reading aide, interventionist, or reading specialist. Teachers use the intervention programs within our reading and math curricula for all tier two groups, but differentiated groups can form when specific needs arise. This is determined through progress monitoring with bimonthly fluency checks along with classroom teachers and interventionists meeting every six weeks to analyze classroom assessments and updated MAP and Aimsweb data. Students deemed the neediest based on the 17th percentile or lower on two or more nationally normed assessments enter into tier three services. Those students work with the most knowledgeable staff members and are given instruction with tier two groups daily and an extra half an hour each day in a one on one or one on two setting.

Students in third through fifth grade that qualify for tiered services, special education services, and students with teacher recommendation have an opportunity to attend the after school program held Monday through Thursday for an hour each day. Community volunteers, teacher’s aides, and teachers make it possible for students to work in a small group or one on one setting to work on homework, practice math facts, read or do any other necessary work.

Four years ago, Mary Morgan started an academically talented (AT) program to enrich the education for a

select group of students. A triangulation method is used to identify students as AT. Results from the OLSAT8, MAP tests, and teacher evaluation are put together to qualify students for the program. Students in fourth and fifth grade that qualify come together for language arts and/or math. The language arts curriculum is novel and project based. The math curriculum advances students' math skills ahead one full year. Compacting, STEM activities, as well as enrichment activities from the curriculum all serve to enhance the education of these students.

At Mary Morgan, assessments are an integral part of the educational day. Teachers, students, and parents are able to use this assessment data to improve each child's education.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We put students first at Mary Morgan Elementary school. Using the success of our students as the common goal helps us rally to work as a team on a continuous basis. We view students in a holistic manner, because we know that students' social and emotional growth goes hand-in-hand with their academic achievement. With the success of all of our students as our central goal, we all work professionally with our students and each other and connect with parents as our partners in education every day. We do not view Mary Morgan as a place that we have to come to work each day but instead view it as a place where we want to come each day to work together and do our best for students. This creates a climate and culture that is both positive and productive for everyone involved at Mary Morgan Elementary School.

Aside from the people and relationships, we have several things that make Mary Morgan a wonderful place for teaching and learning. A central focus of our positive climate and culture is our 'PAWS' program. Based in PBIS, 'PAWS' stands for Put Safety First, Act Responsibly, Work for Success and Show Respect. Developed collaboratively and part of our daily lives, 'PAWS' provides positive expectations for behavior shared by staff, students, and parents. Tied closely with this is our Second Step program which helps students develop their emotional intelligence, grow maturity, and value the contributions of everyone to our culture. These programs complement our excellent academic program and help everyone feel safe and welcome in our school, which makes Mary Morgan a very special place.

At Mary Morgan Elementary, we also believe in lifelong learning and continuous improvement for everyone. For this reason, our principal and assistant principal encourage our staff to seek professional growth activities individually and in teams. Our building leadership constantly seeks opportunities to help us grow and help our students succeed. In recent years, we explored several innovations for implementation as a team including the use of technology; curriculum innovations in science, math, and reading; exploration of 'Love and Logic'; and collaborative work toward implementing Restorative Justice. As a staff, we make it a point to understand innovations and work consistently and collaboratively to implement them to benefit our students and to keep us growing professionally!

In terms of climate and culture, one would be hard pressed to find a better place to work and grow than Mary Morgan Elementary. We are all very excited to come to work every day and do our best to serve our students and work with each other. Our building leaders are very caring and combine a wonderful mixture of informal gatherings with more formal staff meetings. We implement those things that will help us not only deal with difficult issues facing students but also keep us growing and thriving toward the future. Mary Morgan Elementary is a very special place!

2. Engaging Families and Community:

Mary Morgan has been blessed with ongoing family and community support. We are proud of the relationships we have been able to create with our families and community stakeholders, and we work hard to maintain and nurture them.

With regards to engaging families, we historically offer a great many parent-based activities. They are aimed at providing our parents with information on how our school systems work and how they can get involved in supporting our school or their individual child. Some of the events we have hosted have been on P.B.I.S., Reading Nights, Math Nights, Kindergarten Readiness, Love and Logic Parenting Techniques, and Using MAPS and Compass Learning with your child to name a few.

We have also used social media as a means to engage our families. Through our Facebook page and Twitter page, we have provided information on special events and activities aimed at engaging our parents, like All District Assemblies, Back to School Night, All Pro Dad Events, and Parent Orientations. On top of using it to publicize events, we have also used our website to provide learning opportunities. These include

educationally-based vodcasts on topics like homework support, literacy development, and math development.

In order to engage our community, we have sought to build strong relationships with several organizations. It is not uncommon for representatives from our school to be active members or closely associated with several community and/or school-based organizations, like the PTA, the Byron Foundation for Educational Excellence, the Kiwanis Club, or the Byronfest Steering Committee. In turn, these organizations have helped substantially with providing resources to our school and district, both financially and through volunteerism.

On top of that, Mary Morgan has fostered positive relationships with local government, members of community, and area businesses. We have done this through our Earn It To Learn It program, where qualifying students earn the opportunity to go out in the community to learn from outside organizations. Over the last year or two, we have sent groups of kids to a local vet clinic, a local bank, City Hall, and with a recently retired NFL football player to learn about their respective professions.

Finally, and most importantly, when a child is struggling, be it socially, emotionally, behaviorally or academically, we systematically reach out to our parents in effort to work collaboratively to resolve any and all concerns. Our staff routinely hosts individual conferences, and a team of educators called our Student Assistance Team attend meetings each Wednesday to work with parents on supporting their children. This team is comprised of several school stakeholders, based on student need.

3. Professional Development:

Mary Morgan Elementary School understands that the key to continued student achievement is continued adult learning. For the past several years, we have prescribed to a model of continuous improvement, and as a building, we are consistently seeking to raise student outcomes and to actively learn from one another. We recognize we have a great of human capital within our own building (and across our district) that can help our staff become better educators.

Like with most districts, professional development is driven at multiple levels: district, building, team/department, or individual teacher. Where professional development opportunities originate from is a function of where a particular goal was developed. Most times professional development is offered, it is aligned to a piece of evidence connected to student learning.

From a district perspective, we have provided ongoing trainings incorporating student growth measures into the evaluation process. This includes, but is not limited to, developing Type II and Type III growth assessments, scoring assessments, incorporating growth and instructional practices into an overall summative score, and developing a Growth Handbook to share with all school stakeholders. While this system was born out of legislation changes at the state level, our local stakeholders came together to create a meaningful plan that would positively impact students and teachers. It was collaboratively spearheaded by a team of administrators and teachers who worked together to build the initial plan, to provided ongoing trainings to district staff, and to evaluate and revise the plan. Similarly, this past year our district has set a goal to increase technology integration. Therefore, we have had district and building level staff provide ongoing professional development to their colleagues. In our building, specifically, we hosted a "Technology Feast" where several staff members offered to trainings for their colleagues. Staff were given the scheduled learning opportunities/agenda and were able to sign up to attend things that benefitted them the most.

At the building level, professional development is often driven from our School Improvement Plan. As a leadership team, we establish SMART goals in the area of reading, math, and school culture annually. Under each goal, we list activities to help up meet those goals. Often the activities we list are connected to the professional growth of adults. This past year, with the support of teacher leaders, we have undertaken several growth initiatives. In the area of reading, we have focused on vocabulary acquisition because it was our lowest achievement strand across our building based on our MAPs assessment. As a building, we had a staff member provide professional development to all grade level teams on visual vocabulary strategies, a

technique used to improve vocabulary acquisition. We also piloted a vocab assessment to see if we could garner more information on our students' achievement in this area. Finally, we designated time on a School Improvement Day for teams of teachers to review their basal reading series to supplement our core curriculum. In the realm of mathematics, in order to improve student growth, we purchased a supplementary online resource to allow staff to provide more differentiation opportunities, and with the help of a teacher leader, we trained all grade level teams on its application. From a cultural standpoint, administration and teacher leaders have begun investing in professional development on Love and Logic, reading several books, attending a conference out of state, and presenting to the staff. This cultural goal will spill into the next school year too. We will continue to train our teaching staff, while we begin to train parents who would like to learn about the program. All trainings will be a joint effort between administration and teachers.

4. School Leadership:

Mary Morgan's leadership philosophy can be best described by our school motto, "Committed to Excellence." Each morning all school stakeholders reaffirm this commitment through our Mary Morgan School Pledge: "We at Mary Morgan are committed to excellence. We pledge to cooperate, show respect, and be responsible and honest, as we think, learn and grow together."

Our leadership team is comprised of ten people: two administrators and eight teachers. There is one teacher representative from all six grade levels (K-5), one from our Omni Team (PE, Art, Music, & Tech), and one from our Success Team (Specialists, Social Workers, Psychologists, and Special Education). All members of this diverse group work together to ensure that we never lose sight of that purpose, constantly seeking to attain higher levels of achievement for our students and staff.

The principal and assistant principal of the school help facilitate this philosophy by working to create an interdependent, collaborative culture and by constantly maintaining a focus on results. At the beginning of each school year, the leadership team will co-create a School Improvement Plan based on student growth results through NWEA MAPS. The plan begins with building-wide SMART goals in the area of reading and math that represent all students across our building, K-5. This ensures that all grade levels are collectively tied to a shared goal. Following that, grade level and content area representatives, will create Team Improvement Plans, which are grade-specific growth goals based on their collective results, further tying all members of each specific team together for a common goal. Accompanying each goal, at both the building and team level, are a list of strategies aimed at helping the team to get to their destination. These collective goals seek to create a palpable sense of us. The premise behind this structure is two-fold: (1) in order to meet our goals we must do so together, and (2) as teams of teachers collectively improve, our building, too, will collectively improve.

Grade level and content level leadership representatives are the linchpin for building-wide success. They help maintain our focus on results all year long, and they serve as the catalyst for job-embedded professional growth. They do this by guiding their respective teams through an ongoing process of collective inquiry. Grade level leaders help analyze grade level achievement data on common assessments, looking at strengths and weaknesses, and collectively formulating plans to build upon or improve upon group results. Dialogue born from these meetings are essential for driving professional growth for all members of our school community.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Starting in 2007, the teachers at Mary Morgan began working on developing a Core or Tier One curriculum. After countless hours studying, researching and evaluating programs and curriculum, we decided to implement Journey's Reading Program and Everyday Math. Establishing Core Programs and requiring that teachers follow it has greatly aided us in determining which students are achieving at, below or above grade level performance by administering common assessments. In addition, most Kindergarten through 5th grade students are administered the Measures of Academic Progress (MAP) three times a year. Portions of Aimsweb PLus are also administered to all students for benchmarking purposed three times a year and probes are administered to all students at midterms and quarters. All third through fifth grade students take the OLSAT to determine eligibility for placement in an academically talented program for fourth and fifth graders.

With regards to our multi-level systems of support, teachers meet every 6-8 weeks at Pouring Over Data (POD) meetings to discuss students and student performance. Teachers bring common assessment data with them as well as performance data. Others, including interventionists, reading specialists, psychologists, speech-language pathologists, and social workers, are expected to come to the meeting with data as well. Though the meetings focus on grade level progress (MAPS & Aimsweb) and individual student progress (MAPs, Aimsweb, common assessment, and other data), we also have dialogue regarding students' social-emotional needs. At the meetings, teams of educators review and discuss all data and create new intervention plans for groups of students. At the conclusion of POD meetings, parent meetings are scheduled to inform them of their child's progress.

For students at the other end of the learning spectrum, all teachers work hard to differentiate instruction and level learning materials to ensure students are appropriately challenged. In addition to these services, students in grades four and five who meet the criteria on a multidimensional scoring system that looks three domains - academic achievement, ability level, and student learning characteristics - may qualify for additional academically talented services. Specific criteria are established within each domain and an established scoring system is applied.

Mary Morgan is committed to meeting the needs of all students; enabling them to excel at their chosen field.