

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Principal Anna Carol Rose
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 31 Walnut Street
(If address is P.O. Box, also include street address.)

City Ezel State KY Zip Code+4 (9 digits total) 41425-8866

County Morgan County

Telephone (606) 725-8202 Fax (606) 725-8250

Web site/URL http://www.morgancountyschools.com/6/Home E-mail anna.rose@morgan.kyschools.us

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. Thomas Potter E-mail Thomas.potter@morgan.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Morgan County School District Tel. (606) 743-8002

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

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Marshall Jenkins
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	0	0	0
K	10	11	21
1	23	5	28
2	10	10	20
3	9	9	18
4	13	13	26
5	16	15	31
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	81	63	144

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98 % White
 - 1 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 8%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2015	156
(5) Total transferred students in row (3) divided by total students in row (4)	0.077
(6) Amount in row (5) multiplied by 100	8

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

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

7. Students eligible for free/reduced-priced meals: 81 %
Total number students who qualify: 117

8. Students receiving special education services: 21 %
31 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.

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

9. Number of years the principal has been in her/his position at this school: 16
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	8
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	2
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	0

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 141:1
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	95%	95%	96%	95%	95%
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. 2010
15. In a couple of sentences, provide the school's mission or vision statement.
We believe all students can learn regardless of their previous academic performance, socio-economic status, race, physical condition, or gender.
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

Ezel Elementary School is one of four elementary schools in Morgan County District. Ezel Elementary is located in Ezel, Kentucky. Our school is nestled in a rural agriculture community in the heart of Eastern Kentucky's Appalachian Mountains. Our school was built in 1981 and has been recently renovated. We currently serve approximately one hundred and fifty students, kindergarten through fifth grade. The population consists of eighty one percent of students eligible for the free and reduced lunch program, also twenty three percent of students are serviced under the Special Needs Program. A significant number of our students come from low income families and are living in non-traditional homes. Occupations in the area are manufacturing, farming, and professional careers.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Ezel Elementary's Curriculum is based on Kentucky Academic Standards. Staff members routinely examine and amend our school curriculum as needed to ensure rigorous instruction occurs from kindergarten through fifth grade. The continuous focus on our curriculum is the link to achieve success for all learners. Teachers are held accountable through monitoring of lesson plans, and walk-throughs by principal, daily formative assessments, summative assessments, and common assessments. The key to our strong instructional program is going above and beyond the textbook. We use a wide variety of resources for each subject area in to meet the needs of our students and teach at a high level that will impact student proficiency.

We believe reading is the primary foundation for life-long learners that will continue to support all other academic areas. Reading is integrated into all content areas throughout the instruction focusing on phonics, phonemic awareness, vocabulary, word recognition, comprehension and fluency. We use a consistent reading series throughout all grade levels, along with supplementing from other sources, including Reading Coach Books, Ready Common Core, Read Works, and online sources as well. Instruction is delivered in a variety of engaging learning and teaching strategies including cooperative learning, guided instruction, whole and small group, peer tutoring, world wall, repeated reading strategies, and phonemic strategies.

Language arts instruction is a necessity for effectively communicating thoughts and ideas across the curriculum. At the primary level, the focus of our writing program is on acquiring basic writing skills, which are refined as the student progresses. The application of writing skills is applied through the writing process. We focus on traits of good writing, which include: focus/ideas, organization, voice, effective sentences and paragraphs, word choice, development and conventions. Students are expected to effectively communicate knowledge in content area writing as well as through short answer and extended responses. Our goal is to create independent writers who can express themselves through authentic writing experiences such as on demand writing. We teach writing using online sources and prompts from other teacher resource material. Students are taught the process of writing in all content areas, and how to self- assess and use peer review for feedback.

Mathematic classes are language rich environments, where math terminology is used in context on a regular basis both in discussions, and writing. We place a strong emphasis on building basic skills/concepts and applying problem-solving strategies to real world situations. Teachers use a variety of strategies that include explicit instruction and timing, daily re-looping of previously learned material, peer tutoring, cooperative learning, modeling, think aloud, visual representations, instructional games, and scaffolding instruction. We also use a wide variety of teaching resources and online resources. Students are assessed daily with formative assessments to monitor their progress and plan instruction.

Science instruction consist of a variety of resources ensure that we are teaching background knowledge and promoting the Next Generation Science Standards. Students are given the opportunities to use inquiry to guide their thinking. Teachers use a variety of strategies such as hands on learning with follow up work, peer to peer, real-life scenarios, notebooks and journaling, effective questioning, modeling, documented based questioning, projects, projects, videos, and guest speakers. Our school uses claims, evidence, and reasoning approach to science to teach our students to make claims and use evidence and background knowledge to support their decision.

Social studies instruction is taught in accordance with Kentucky Academic Standards in the area of history, geography, economics, civics and culture/society. Lessons are woven throughout the curriculum following a logical sequence. Specific time is schedule for social studies instruction as well as integrated throughout all content areas. Teachers implement inquiry based as well as direct instruction to engage students in collaborative civic spaces. Units are developed with implementation of evaluating sources using evidence as well as inquires and questions to engage student learning. Our social studies curriculum domains are spiraled and reviewed throughout the content, exposing students to content through sources such as, trade books, Career Day events, art and music integration, creative writing assignments, current events, online

interactive sites, guest speakers, artists, daily discussions, and character education activities. Intermediate students participate in leadership roles within the classroom.

2. Other Curriculum Areas:

Visual and performing arts instruction including dance, media, arts, music, theatre, and visual art are taught in accordance with the Kentucky Academic Standards. Our program is designed to enhance students' knowledge and understanding of the art process through participation in the arts. Due to changes in budgeting, our students receive visual and performing art instruction from the classroom teacher. Visual and performing art lessons are taught two to three times a week in grades kindergarten through fifth grade and are integrated into all content areas. Students are given the opportunity to become involved in performing arts through workshops, plays, community based art contest, guest artists, schools programs, field trips and student project displays. Student workshops are designed to allow them to explore a variety of musical instruments. Opportunities are provided for students to participate in music, performing and visual arts pertaining to Chinese Culture. Student products from visual arts are displayed throughout the school. Students are given the opportunity to react to each performance and critic their performance through the use of reflective journals. Various websites are used to incorporate dance and music into the physical education program, as well as other content areas.

Physical education, health, and nutrition are taught accordance to Kentucky Academic Standards and are implemented school wide. Our health education program provides opportunities for all students to become health literate by practicing the skills embedded in the National Health Education Standards. These standards establish, promote and support health-enhancing behaviors for students. Students have been given opportunities to be involved and participate in physical education, health, and nutrition. Our health and nutrition lessons are taught two-three days per week in grades kindergarten through fifth grade and are also integrated into all content areas. In addition, students receive one hundred and fifty minutes of structured physical education on a weekly basis. Our school uses Totally Awesome Health, My Plate, Go Noodle, take 10, and Drumtastics. This curriculum is supplemented by various health and nutrition programs. Our Family Resource Center provides programs such as Too Good for Drugs, anti-bullying education classes, health and safety programs, and numerous quest speakers are also scheduled. Health classes are provided as part of our curriculum through our local extension office with a certified nutritionist. CPR and first aid workshops are provided to students by students from the county's high school vocational technical school.

Ezel's foreign language program is implemented in partnership with the University of Kentucky Confucius Institute. Our program has been in place since 2014. Our first year began with fourth and fifth grade students participating in language and culture instruction. Our program now provides language and culture instruction to all students', kindergarten through fifth grade, three times a week for thirty-minutes sessions. Our expectations are for students to begin their exposure to foreign language classes at an early age which helps facilitate their language processing abilities and exposure to world culture.

Technology is incorporated and takes an active role in classroom instruction. Chrome Books, Interactive SMART boards, computer lab, document cameras and various internet educational websites are utilized daily to actively engages student involvement. A wide variety of programs and interactive sites are used throughout the content area to enhance instruction.

3. Instructional Methods, Interventions, and Assessments:

Ezel Elementary's instructional methods are used to meet the diverse and individual needs of all students and to achieve instructional goals. Our main goal is to understand where the students are academically through universal screeners, formative, and summative assessments. Teachers then plan instructional strategies to accommodate individual needs in order to ensure all students are performing at proficiency. Teachers use multi-model approaches to instruction, make connections between lessons and real-life experiences, provide hands on opportunities, and use student/discovery as often as possible. Teachers use effective questioning techniques to enhance critical thinking skills and KEGAN strategies with peer tutoring for cooperative learning. Lessons are tiered so all student needs are being met. Immediate feedback is given with opportunities to clarify misconceptions and correct student work. Structured learning centers provide

struggling students with individual attention they need, in addition to providing enrichment for higher level students.

Various direct instructional methods are used to meet the diverse and individual needs of students and to achieve instructional goals. At Ezel Elementary differentiated instruction is centered around the idea of meeting individual student needs where they are academically. Small groups are ever-changing based on needs. Each student group is provided supplemental material and instruction, as well as, enrichment opportunities to challenge high-level students.

Ezel's Response-to-Intervention model is a strength for our student success. School wide Response-to-Intervention is intentionally scheduled daily. Our tiered instructional model varies on several different dimensions according to analysis of what the data has shown for each individual student, and the severity of the student's struggles. Our Response-to-Intervention process consist of three tiers that students participate in on a daily basis. All students will receive instruction with Tier I, small groups of students are rotated through Tier II and one-on-one is the focus of Tier III. Enrichment intervention is also provided daily. All students receive the Response-to-Intervention Program daily in some capacity. Differentiated instruction is provided throughout our daily instruction and included in our intervention program.

Teachers at Ezel Elementary demonstrate high quality teaching that is intentional and congruent with learning goals that align to Kentucky Standards. Teachers feel that collaboration is a vital part of classroom success. Planning and implementing instruction through analyzing formative and summative assessments drives classroom instruction. Students are assessed before, during and after units to ensure mastery of learning content. Scaffold instruction based upon student's prior knowledge and daily formative assessments drives direct instruction. Some of our methods of instruction include: drill and practice, graphic organizers, high level questioning and discussion techniques, ongoing feedback, mastery learning, role playing, peer conferencing, and daily use of formative and summative assessments to track student progress and mastery of content.

At Ezel Elementary student data from various assessments are analyzed to track student progress towards proficiency of performance on assessments. At the beginning of the school year teachers are given student data folders from the previous year. Our principal is very knowledgeable about each individual student and their performance from the previous year. Teachers meet with the principal to identify Response-to-Intervention groups based on previous performance level. As an indicator of where their academic level is coming into the new school year. Teachers establish this data along with universal screeners and common assessments which are compiled to form flexible Response-to-Intervention groups as a baseline for student interventions. In addition to this, teachers meet in Professional Learning Committees to create common assessments in math and reading that will be given periodically to track students. Students take ownership of their learning by tracking their own assessment data on a school-wide data wall. Students are given access to view data folders and to self-monitor at any time.

Along with formative assessment, during daily instruction, teachers model how to respond to a variety of written responses such as short answer and extended responses, and daily authentic writing activities. As well as, immediate feedback, where students are given the opportunity to redo or improve their quality of work. Summative assessments are given at the end of each instructional unit.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

We believe at Ezel Elementary our school's strength comes from the positive environment that the school community provides. Strong supportive relationships between staff, students, families, and community members, build on a family-like support structure where we offer an inviting atmosphere for all stakeholders. Our school serves as the hub for the community offering activities for families and community to participate in. For example, 4-H Programs, sport activities, family nights and many other family and community events. All staff members are advocates for all students within the school community. Staff members have a strong professional ethic and are committed to making education a personal relevance that is not left at the door of the school in the afternoon. Our main objective is to ensure our students have the best opportunity to succeed in life.

Ezel provides a culture of academic learning as well as a warm, supportive environment that provides an opportunity for all students to succeed. High expectations are a vital part of the culture at Ezel Elementary. We believe every student can succeed regardless of his or her previous academic performance, socio-economic status, race, physical condition and or gender. Students are encouraged to give their best on all projects, assignments, and assessments. Student's works are showcased throughout the school, as well as highlighted Student of the Month awards are on display within the school, proficient and distinguished students are also recognized each year for their achievement on the Kentucky Performance Rating for Educational Progress (K-PREP) assessment. All fourth and fifth grade students are honored at lunch along with parents while each student is rewarded with medals for their success. Students are awarded each grading period for academic success throughout the school year with certificates of accomplishments.

Teachers are valued asset at Ezel. All staff is provided with positive performance feedback, and mentoring support. Throughout the year they are provided with luncheon, and tee shirts from the school and district for accomplishments and special occasions such as assessment scores and appreciation day.

2. Engaging Families and Community:

Our philosophy about family and community engagement is an ongoing practice, not a one-time event. We value our interactions with our families and community. Our practice is to interact with families and community organizations that support learning at home, as well as school. We strive to provide a family-friendly environment where all our families and community stakeholders are welcomed. Families are encouraged to participate in school planning and leadership by participating in the School-Based Decision making Council (SBDM), committees, and community meetings. Everyone's input is valued, and included in key decision making roles. This includes participation in policymaking, academic structure, key planning on budgets, and schedules.

Family support structure is also provided through our Family Resource Center. The resource center is a welcoming place within the school where a family member can go in times of need. The Family Resource Center works closely with the community members, agencies, and councils to offer parent education classes, child development activities, after school and academic enrichment, health information, and referrals in a variety of areas, our Family Resource Center also makes sure our less fortunate students have their basic needs met at school. This helps students feel confident and in turn succeed in school.

Effective two-way communication is essential at Ezel Elementary for building school family partnerships and serves as our foundation for constructing and modeling a positive environment. Families are provided with learning standards and expectations during open house, prior to school opening. Administration and teachers make contact with families throughout the school year with e-mail, positive phone calls twice a year to each family; folders of students work on a weekly basis are provided to families for review and return comments; and electronic grade books are implemented so families can frequently monitor their child's progress. Parents Teacher Conferences are held twice a year or as needed to provide support for families and students.

We recognize as Ezel Elementary strives to maintain our path of success as a high achieving school, we must recognize and value the contributions that all stakeholders have invested within our school and students to educate the whole child.

3. Professional Development:

Professional Development is an important focus at Ezel Elementary. Our continued high levels of student achievement are accomplished through high-quality professional development. Teachers are required to complete twenty-four hours of high-quality professional development each year. However, teachers and the administrator alike, continually seek out new strategies to deepen content knowledge of academic standards. Teachers participate in school level and district wide professional development ranging from a variety of topics. Student achievement is continuously analyzed with embedded and ongoing Professional Learning Communities. Teachers value this time to collaborate and share new ideas.

Once our data is analyzed, solutions to meet the needs of our school are addressed through professional development activities. All ongoing professional development is evaluated through the implementation of solutions, continuing with adjustments if needed. Specific topics of professional development are addressed through needs assessment and school data, including addressing weak areas within the curriculum and new standards that need to be implemented.

All professional development activities are aligned with our School Improvement Plan, as well as school and district goals and state standards. Our focus for professional development is centered on job-embedded opportunities to learn new teaching strategies. Examples of professional development opportunities are, collaboration through Professional Learning Communities and providing feedback. Teachers work with teaching partners and coaches to plan and execute lessons and strategies. Teachers and the administrator meet to analyze student's formative, and summative assessment results and to develop a continuous plan that is intended to improve student learning.

Professional development workshops are also provided through instructional facilitators. Our district provides a two-way summer session for teachers and administrators to promote activities that meet individual professional learning needs and interests of each participant.

4. School Leadership:

The leadership at Ezel Elementary is comprised of the School-Based Decision Making Council (SBDM), faculty members and the principal. Our SBDM Council meets monthly to create school policies, analyze data and other forms of assessment resulting in data driven decisions about curriculum and instruction, scheduling, special programming, staff needs and resource allocations. Ezel's school leadership structure continually addresses the reduction of barriers to student learning and works toward keeping our school on track to proficiency.

The principal has a strong working relationship with students, staff, parents and community. She understands the strengths and needs of the school and takes responsibility for providing a high-quality education for all students and our school achievement. The principal is highly visible and active in the classroom everyday, therefore establishing a close connection with all students both on a personal and academic level. If a student is having trouble learning she takes the responsibility to figure out why.

Our principal takes the lead on planning and supporting instruction within the school, she ensures instruction is delivered by high quality teachers in accordance with teaching state standards. She purposefully conducts continuous informal observations and provides feedback to teachers on effectiveness of instructional practices. Weekly lesson plans are required and reviewed by the principal to ensure that learning goals are aligned and congruent with state standards and expectations of the school. All components including clear learning goals, learning styles, congruent activities with formative and summative assessments, and modifications are critiqued for effectiveness.

Our principal leads teachers through analyzing student's data. Consistently evaluates what is working and what is not. She understands what school data says about student learning and that information is used to work with teachers to set goals for both students, and teachers to improve instruction. The focus of our school leadership is to have a clear mission for the school, identify those goals and communicate those goals in a way that all stakeholders can understand for school success.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Ezel Elementary School utilizes many strategies to ensure the academic success of our students. Our instruction is driven by the results we gather from school, district, and statewide assessments. Teachers are continuously monitoring student learning with daily formative assessment and end of unit assessments. We give common assessments each grading period in the areas of reading and mathematics in order to measure student growth in these areas. In addition to common assessments, our students are given a district universal screener assessment in the areas of reading and mathematics. The results are shared with students and during weekly grade level collaboration. Students track their progress in each area by plotting their scores on our school-wide data wall.

In addition to data driven instruction, we also implement many technology-based programs such as LexiaCore5, Moby Max, Accelerated Reader and gifted and talented. These programs help students achieve academic success by providing them with reinforcement of skills and concepts. Also, small group instruction, learning centers, and enrichment activities promote student success.

Data from classroom assessments is used to determine Response-to-Intervention groups. Each group starts with high quality instruction and data analysis from universal screenings in the general education classroom. The multi-tiered program assures we address the needs of each individual student.

Students are involved in strategies that promote academic success, which includes high level questioning, graphic organizers, KAGAN strategies, activation prior knowledge, Thoughtful Classroom, modeling and demonstrating concepts, and word walls. Students are given clear learning goals, as well as steady and constant feedback. Cooperative learning strategies are also utilized within each classroom.

Furthermore, all school staff goes the extra mile to ensure that in addition to academic needs, socio-emotional needs of students are met as well. For example, our Family Resource and Youth Service Center provides a diverse range of daily services and activities. This center offers a rich menu of academic, arts, sports/recreation, college and career readiness and community services. Parents are encouraged to participate along with their child or children in after school activities.