

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 Dr. Beth Anne Burke

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

Official School Name Shipley's Choice Elementary School

(As it should appear in the official records)

School Mailing Address 310 Governor Stone Parkway

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

City Millersville State MD Zip Code+4 (9 digits total) 21108-2433

County Anne Arundel County

Telephone (410) 222-3851 Fax (410) 222-3885

Web site/URL http://shipleyschoiceschool.org/ E-mail ShipleysChoiceES@aacps.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. George Arlotto E-mail garlotto@aacps.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Anne Arundel County Public Schools Tel. (410) 222-5000

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. Julie Hummer
(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):
- 81 Elementary schools (includes K-8)
 - 19 Middle/Junior high schools
 - 12 High schools
 - 14 K-12 schools
- 126 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	44	28	72
1	33	36	69
2	24	28	52
3	40	16	56
4	33	36	69
5	35	21	56
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	209	165	374

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 86 % White
 - 4 % 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: 1%

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	1
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	1
(3) Total of all transferred students [sum of rows (1) and (2)]	2
(4) Total number of students in the school as of October 1, 2015	374
(5) Total transferred students in row (3) divided by total students in row (4)	0.005
(6) Amount in row (5) multiplied by 100	1

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

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

7. Students eligible for free/reduced-priced meals: 1 %
Total number students who qualify: 7
8. Students receiving special education services: 7 %
25 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.

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

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

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects	17
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	10
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1
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%	95%	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.

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

Shibley's Choice Elementary School's vision is to create a nurturing, collaborative learning community that engages and inspires students to persevere and achieve.

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

Shipley's Choice Elementary School (SCES) is centrally located in an affluent suburban community in Anne Arundel County, Maryland. The land, located along a tributary to the Chesapeake Bay, was originally chosen in 1681 by Adam Shipley for its beauty and resources. Shipley's descendants include Abraham Lincoln, as well as a current student at the school. Today, there are tree-lined roads and meandering wooded paths that link the neighborhood to the school, allowing the majority of the 374 students to walk or bike to school. This appreciation for the natural beauty of its surroundings is continued through the school's commitment to the environment as a Maryland Green School. SCES's population is 84% Caucasian, 5% Asian, 4% Multi-Racial, and 1% African American; all students are unique learners and represent a range of learning differences that are cultivated by a skilled and caring staff.

The passion for education within the community is rooted in the school's founding in 1988, when residents wanted to provide a safe and family-centered kindergarten through grade 5 education that would prepare their students both socially and academically for continued success through middle and high school. Since then, Shipley's Choice has been well-regarded in the county for its desire to attain excellence in all aspects of student life. SCES consistently achieves standardized test scores that are in the top 10% in Maryland and the school continues its tradition to support its families. After being awarded the Maryland Blue Ribbon in 1995 and again in 2016, SCES has continued its strive for success through the collaboration of school and community.

At SCES, teachers come together to design stimulating instruction that meets students where they are and challenges them to move to the next level. Differentiation is second nature to the highly skilled teachers, who use small group instruction, cooperative learning, and problem-based inquiry to challenge students intellectually. In kindergarten through second grade, students engage in an innovative curriculum that integrates science and social studies themes with language arts and other subjects. In grades three through five, students are exposed to a rigorous curriculum that infuses technology and advanced learning strategies. With an advanced population of approximately 65%, teachers incorporate higher level thinking into a curriculum that has been differentiated to meet the students' abilities. Frequent movement or "brain breaks" help students remain sharp and on task throughout the day. Integrated lessons infuse art, science, technology, literacy, and mathematics to cultivate real-world connections for students.

A vast array of exciting extra-curricular activities, such as Makerspace, Chess Club, First Lego League, Running Club, and Dance/Music Clubs appeal to the diverse interests of our students. Every spring, SCES hosts a mini Rock-n-Roll Revival, in which fourth and fifth graders wow the community by producing, singing and dancing their way through a number of rock tunes. Even the teachers participate, singing, and dancing in a much-anticipated number. The entire school also conducts a special Veterans Day performance, in which each grade performs patriotic tunes and thanks local veterans for their service. Both events are professionally filmed and CDs are available to support school fundraising projects, such as purchasing technology.

In addition to its technology-rich, rigorous academic program, SCES is set apart by its commitment to supporting the whole-child through a Growth Mindset philosophy. Every student is valued, well-cared for, and encouraged to pursue his or her highest potential both academically and socially with the support of dedicated teachers. Staff members offer lunch bunches to support the social development of students through sharing stories and games. Shipley's Choice embraces the power of "yet" and encourages students to see success as hard work and perseverance, not simply what comes easy. Teachers and staff also embody this commitment to lifelong learning. Two staff members—a teacher and the principal—have achieved the honor of National Board Certification and another teacher is currently working towards this certification.

SCES's reputation is one of the major reasons families move in to this community. Parents are devoted to their children's well-being and SCES brings parents together to celebrate the individual paths their children are taking as well as the collective journey of the school community. The close proximity to Baltimore, Annapolis, and Washington D.C. offers a variety of job opportunities. Many parents even telecommute, allowing for a greater presence and participation in the school setting.

SCES serves as an anchor to the surrounding neighborhood. It is a place that feels like home for our students and families and truly embodies the vision of a community school. Many of the school's most endearing traditions are "home grown," conceived by parents or teachers and expanding each year. The Tech Trot is an annual 5K run through the community that attracts runners throughout the state. Parent volunteers coordinate every aspect of the fundraiser; they advertise, assemble gift bags, gather sponsorships, and manage logistics on the day of the race to make sure that every penny raised returns to support the school and that the event is successful for all. From their first interaction to 5th grade promotion, the community takes pride in the school and the way it fosters life-long learning and success.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Shipley's Choice Elementary School has implemented the Maryland College & Career Ready Standards Frameworks for literacy and mathematics, Next Generation Science standards for Science, and the College and Career Civic Life Framework for Social Studies since 2010. The School Improvement Plan emphasizes accelerating achievement in literacy, mathematics, and Science, Technology, Engineering, and Mathematics.

LANGUAGE ARTS

SCES teachers have consistently and effectively implemented the AACPS (Anne Arundel County Public Schools) curriculum to ensure all students are successful. The balanced literacy program includes a number of elements designed to meet the needs of all learners, including an Interactive Read Aloud, flexible guided reading groups, a strong word study program that includes phonics and spelling instruction, and a writing program that encourages students to write a variety of text types. William and Mary and Jacob's Ladder are used to advance students to higher levels of thinking. Triannual data collected from the Fountas and Pinnell reading inventory and ongoing formative assessment guides student groupings and differentiation to ensure all learners build their individual skills. The highly engaging and rigorous curriculum promotes student achievement through collaboration with peers, teachers, and community.

MATHEMATICS

SCES credits its students' success to the highly effective math teachers who have a deep understanding of number sense and mathematical concepts. Teachers implement programs such as M2 and M3 and Hands-On Equations, which foster algebraic skills, to challenge advanced learners to think about math on a global scale. Teachers scaffold these programs to make the content accessible for all students. Students use online programs, such as First in Math and TenMarks to master skills at their own pace and teachers promote student independence through awards, such as "Player of the Day." In their daily lessons, math teachers expertly implement a Problem of the Day, The 24 Game, Continental Math, and Singapore Math. Teachers frequently work with flexible small groups to reteach or extend learning as needed by each student. Teachers embrace the Concrete-Representational-Abstract framework of mathematics instruction, and guide students from using manipulatives (concrete) to drawing pictures (representational) to using algorithms and number sentences (abstract) to represent problems.

SCIENCE

The success of the AACPS science curriculum is due to SCES's expert educators. Teachers use hands-on activities and STEM projects to instill an understanding of the scientific method. As a Maryland Green School, SCES embraces environmental literacy which is evident in the outdoor classroom, butterfly gardens and rain barrels. Field trips, including an overnight trip in fourth grade, offer opportunities to expand students' environmental knowledge outside of school.

What truly sets the science curriculum apart is a highly engaging research project involving Maryland's state reptile, the Diamondback Terrapin. The Terrapin Program is a collaborative effort to restore the Chesapeake Bay's Poplar Island and populate it with the native turtle. Students in third grade are given two hatchlings and a focus research question. With the support of their teacher, students care for the terrapins, collect data, observe behavior, and research all elements of the turtle and the Chesapeake Bay. Once the terrapins are grown, students release the turtles on a field trip. Every aspect of this program is beloved at Shipley's Choice and is a staple of the science curriculum, from the joy of naming the turtles to the profound knowledge gained about one of Maryland's greatest resources.

SOCIAL STUDIES

Social Studies at SCES is integrated into the literacy curriculum as teachers bring a real world understanding of each individual's civic responsibility and social awareness. From kindergarten through fifth grade, students are provided opportunities to interact with the world we live in through engaging opportunities such as field trips to historic locations such as Fort McHenry and the Maryland State House. One favorite project is the "Living Wax Museum," in which students research a famous American, prepare a speech, and dress as

that person. Throughout the curriculum, students delve into government roles and lessons learned in Maryland and American history through the Civil War era. Social Studies at SCES is not solely focused on history, as teachers work diligently and meaningfully to apply the lessons learned from history to our present world. The teachers work to instill responsibility and respect in their students who are the future of our country.

2. Other Curriculum Areas:

VISUAL ARTS

The sixty-minute weekly Visual arts class fosters independent and open creative expression. Cross-curricular planning allows the art teacher to embed content knowledge into lessons about art and its value and importance in society. The class exposes students to various artists from all genres and centuries, establishing an essential foundation of knowledge. Students' work is on rotating display in the building and is celebrated through an annual community Arts Showcase. Each student also creates an online digital portfolio through Artsonia.

PHYSICAL EDUCATION

SCES students participate in thirty-minute Physical Education (PE) classes twice a week to build their fine and gross motor skills and develop an understanding of physical fitness. Students grow kinesthetically through dance, climbing, tumbling, and a variety of team and individual sports; the PE teacher incorporates technology by showing videos of new skills. Students are challenged to progress in their physical strengths, but lessons are differentiated to meet the needs of all students. PE extends beyond the gym, as the school hosts a Walk/Bike to School Day, an annual Family Fitness Night, and a competitive Dance Team. SCES also offers a Running Club, which emphasizes physical fitness through weekly runs, a fall Turkey Trot during the school day, and a spring 5K Tech Trot, which is a true community event. Classroom teachers recognize the importance of movement and exercise to academic achievement and incorporate "Brain Breaks" into their daily lessons. A year-end community Field Day highlights the importance of exercise in our students' daily lives.

MUSIC AND PERFORMING ARTS

All students participate in a thirty-minute music class twice weekly in which they are able to sing, dance, and build a life-long love for music. Students are exposed to a variety of genres and learn the importance of music in society through cross-disciplinary lessons. All fifth grade students participate in chorus and third through fifth grade students may also participate in band or strings class; these groups perform several shows for the entire community. All grades participate in a Veteran's Day program that invites members of the community to watch students perform patriotic songs. The most anticipated performance is the annual Mini Rock n Roll Revival, which is typically sold-out. Students in grades 4 and 5 audition for lead rolls, but all students can participate in some form; students practice after school for three months for the performance. Even Shipley's Choice teachers get involved and perform, demonstrating the school's commitment to students and their enjoyment and love of music.

TECHNOLOGY

SCES boasts the county's premier MakerSpace, which is hosted by the media specialist and run by parent volunteers to foster passion for Science, Technology, Engineering, Art, and Mathematics (STEAM). Ninety five percent of fourth and fifth graders meet before school weekly and engage in coding, disassembling electronics, recycled art and 3D design using the school's 3D printer. Parents volunteer to assist with stations relating to their careers and hobbies. The program culminates with a Maker Faire in May as an opportunity for students to showcase what they've made and learned.

Each grade level and the cultural arts team has its own cart of Chromebooks, which are used for researching, typing, and creating projects. The media specialist teaches students how to efficiently access, select and navigate the county's online research databases and how to create a variety of multi-media presentations to share information. Classroom teachers collaborate with the media specialist to create lessons that integrate programs such as Wixie, and Discovery Education. All students utilize a district-provided OneDrive account to produce written work and Microsoft documents both in school and at home.

OTHER PROGRAMS

To support student development across all fields of knowledge, SCES collaborates with members of the community to offer a weekly Chess Club, the Cafeteria Recycling Program, STEM club, grade level Book Clubs, and a Continental Math Club. All of these programs are sponsored by Shipley's Choice community members who want to bring their expertise to students in a relevant and meaningful way. SCES also has an Artist in Residence program that has brought in famous authors, talented mimes, and a STEM-oriented residency program. Over multi-week instructional periods, students work closely with a resident expert to become masters of the craft to publish, perform, and demonstrate their learning.

3. Instructional Methods, Interventions, and Assessments:

Shipley's Choice Elementary staff uses their knowledge of student development and pedagogy to tailor instruction to meet all individual needs. In order to plan for high quality and differentiated instruction, grade level teachers, school administrator, reading specialist, special educators, and cultural arts teachers meet bi-monthly to analyze data. This team examines data from PARCC assessments, local assessments, and the Fountas and Pinnell Reading Inventory to identify students' strengths and weaknesses. Teachers also share anecdotal observations including information about student intelligences, interests, motivation and executive functioning.

Vertical collaboration allows SCES teachers from varying grades to share strategies to support individual student strengths or weaknesses; this includes providing back-mapping standards and higher-level skills/strategies. All teachers at Shipley's Choice have a profound knowledge of student development and provide differentiated instruction in content, process, and product for students performing below and above grade level.

Educators use data to form flexible ability groups for all grade levels. The Guided Reading model used at Shipley's Choice follows the Fountas and Pinnell reading levels, grouping students with peers who have similar abilities. Teachers provide students 20 minutes of small group instruction on their reading level each day. This small group model is also seen in math as teachers use entrance and exit tickets to plan for instruction and group students based on needs. All students engage in higher level questioning, collaborative learning, and problem-based learning (PBL) with instructional supports and differentiation. Teachers have been provided PBL training and use it in their classrooms to foster real-world thinkers and problem solvers.

To help each child reach his or her highest potential, teachers provide rigorous math and reading instruction that is often above grade level. Sixty five percent of our students are advanced learners. To meet this unique need, teachers incorporate a variety of advanced-level programs and methods, including Hands On Equations, M2 and M3, Continental Math, William and Mary, Jacob's Ladder, and Literature Circles with advanced-level novels, to promote higher level and rigorous learning based on Bloom's Taxonomy of Higher Order Thinking. In addition, teachers provide opportunities for all learners to engage in advanced learning strategies. By integrating higher level questioning, Socratic Seminars, and other strategies throughout instruction, all students are able to push themselves to reach high expectations.

Collaborative data analysis also helps support struggling students. The Collaborative Decision Making (CDM) team works with classroom teachers to develop a customized plan for improving academic or behavioral needs. When necessary, the team can recommend students for research-based intervention groups or refer them for further support through a 504 plan or specialized individual education plan (IEP). Seventeen students with 504 Plans receive supports and twenty-five students with IEP's receive specialized instruction. Students who struggle with a particular content area participate in intervention groups of no more than six students and use programs such as Wilson Foundations, Voyager Passport, FASST Math, or Do the Math. Parents are included in this process and notified of student progress. SCES also has trained staff to provide customized, evidence-based graphophonic and orthographic interventions for identified students, as the school recognizes the importance of such skills in order to be successful across all content areas.

Technology enhances students' learning experience through instruction and assessments. Every classroom has a Smartboard and each grade level and the cultural arts team has a cart of Chromebooks. Students read, conduct research, watch instructional video clips, practice essential skills and read a wide variety of online

texts each and every day on the Chromebooks. Approved Online Databases as well as online math and reading programs include TenMarks, FASTT Math, First in Math, Lexia, and Digital ReadWorks. Students with IEP's are also provided assistive technology including iPads, laptops with predictive text, and personal Chromebooks to support students' access to grade level content.

Teachers and staff at Shipley's Choice continuously collaborate with each other, with parents, and with stakeholders in order to provide instruction that utilizes Advanced Learners Programs, Universal Design, differentiation, and specialized instruction to meet the needs of all learners. The success of students at Shipley's Choice Elementary is achieved through this collaborative effort amongst school and community which provides a positive and student centered learning environment where every child is valued and supported.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At SCES, the positive culture is rooted in the school's vision statement: to create a nurturing, collaborative learning community that engages and inspires students to persevere and achieve. This statement was crafted collaboratively by teachers, staff, and community members to capture the essence of the school and reflect the growth mindset philosophy that is embraced by the community. Working together, the school community instill morals in its students and inspires a love of learning, self, and others.

Families are a vital reason for SCES's positive school culture. Volunteers spend countless hours supporting the school and go out of their way to help both families and teachers in the community. The PTA, for example, has a "Welcoming Committee" to provide new families with information about the school. In addition, families and community members come together to support teachers throughout the year from providing meals to covering recess to providing extra supplies for the classroom. Through big gestures and small thoughts parents let SCES know how much they appreciate everything the staff does for their students.

The positive school culture is also promoted through a variety of programs that foster leadership, kindness, and relationships throughout the school. Some of the most popular programs include the Sharks and Minnows Peer Mentor Program, which pairs intermediate students with primary students to offer academic and social support, and Bucket Fillers, in which students, teachers, and families fill each other's "buckets" with positive comments and words of gratitude. Educators also go out of their way to foster positive social behaviors through friendship and social skills groups and working with students before and after school.

This positive school is led by a positive administrator. The SCES principal frequently recognizes staff and students for big and small accomplishments through monthly awards, spotlights in the newsletter, and hand-written notes. Through her positive leadership and fun incentives, the principal sets the welcoming tone that permeates throughout the halls. From chatting in the teachers' lounge to jumping in to help with the copier, the staff is friendly and helpful to all and visitors often comment on the warm atmosphere. The staff is close knit and show how much they care for each other, from celebrating weddings and births to supporting each other during hard times. This positivity amongst staff is so important to the success at Shipley's because all teachers believe in the good in the world and demonstrate this on a daily basis.

2. Engaging Families and Community:

Shipley's Choice Elementary is defined by its community, whose involvement drives student success. This involvement begins at the start of the year with "Sneak a Peak," in which students and families are invited into the school to see their classroom. Back to School Night allows parents to meet their student's teacher(s) and learn essential information, including school expectations, curriculum, field trips, information about online resources, etc. Other events that bring parents and community into the school include American Education Week, Veteran's Day, Kindergarten Orientation, Kindergarten Parent Breakfast, and Volunteer Appreciation Breakfast. These opportunities create a collaborative and foundational educational support system for student success.

The principal works closely with the Parent Teacher Association (PTA), meeting at least once-a-month with its leadership and offering frequent "Coffee with the Principal" sessions. The PTA boasts thirty committees with dozens of volunteers, all dedicated to providing opportunities to enrich students' education and ultimately the betterment of the school as a whole. The families and community work with school leaders to host events such as Field Day, Special Friends Day, Tech Trot, Fall Festival and many more. SCES also has a partnership with Severna Park High School to conduct the annual Mini Rock n Roll Revival. SCES extends their outreach beyond the local community.

One shining example of community engagement is the Playground Committee. This group includes parents, the homeowners' association, and local business owners who formed a grass-roots movement to

replace the school's playground. The group developed plans, raised money, and solicited material donations to make the new playground a reality for the 2017-2018 school year.

SCES staff is equally committed to keeping families informed of what is going on in their children's education. The school uses online communication tools, including the school's website, monthly newsletters, Blackboard Connect to call, email and text families, and an online gradebook to ensure that families stay up to date with their students' progress and new opportunities. Teachers also use the ParentSquare app to share pictures of learning, schedule conferences, and solicit volunteers. All SCES staff members are committed to meeting families' needs and communicate frequently through emails, phone calls, and in-person meetings. This dedication is a direct reflection of SCES's success. The effort of teachers to go above and beyond in order to inform parents of students' academic achievements or challenges allows for a collaborative approach to student development in which support and encouragement comes from school and home.

3. Professional Development:

Shipley's Choice's success is directly correlated to its staff's commitment to advance their personal professional development for the benefit of students. The professional development approach at SCES is student-driven. The school's high population of Advanced Learners has warranted extensive training in programs that provide rigorous and engaging opportunities to increase student success and promote higher-level thinking with an emphasis on real-world applications of skills. Through school and county professional development opportunities, teachers at Shipley's Choice have become proficient in M2 and M3, William and Mary, Jacob's Ladder, Higher Order Questioning, Singapore Math, Hands on Equations, Wixie, and data analysis through the use of the online platforms of Unify and Performance Matters.

Professional Development at SCES has also emphasized literacy. The reading teacher has provided intensive, customized professional development for all teachers in guided reading and assessing reading. Also, in order to provide research-based interventions with validity, teachers and teacher assistants are trained and highly qualified to administer programs that include but are not limited to Foundations, Wilson Reading System, Early Reading Intervention, Visualize/Verbalize, and Leveled Literacy Intervention. The principal leads the school through example and demonstrates educational expertise by providing model lessons for teachers when needed. The reading teacher and principal provided intense training for all teachers in implementing the writing program, including after school workshops, modeling lessons, planning with teachers, and even visiting classrooms to support lessons.

In addition to professional development workshop sessions, the school leadership also offers job-embedded professional development. For example, when the principal trained teachers in the components of a worthwhile lesson, she created a Nearpod interactive online presentation that required teachers to read an excerpt from a book, view a video, and answer questions online so that the answers could be viewed by all. This incorporated new teaching techniques and technology that further expanded teachers' repertoires.

SCES also hosts EdCamp, a teacher-led, in-school professional development in which teachers are able to share new strategies and programs. Teachers at Shipley's Choice seek opportunities outside of the school and county to build upon their own expertise of content, process, and product. Currently, three teachers are collaboratively participating in an Advanced Learner Program Cohort after school for higher level questioning called Quality Questioning. Shipley's Choice has two Nationally Board Certified staff members, and one currently working towards this honor. Ninety five percent of teachers hold advanced professional teaching certificates.

4. School Leadership:

SCES leaders embrace a collaborative model that is rooted in transparent communication. A number of structures are in place to distribute decision making and ensure that all voices are heard and valued, indicating the high degree of trust that the principal places in teachers. Teachers feel comfortable stopping by to chat with the principal and appreciate consistent communication through weekly bulletins, an online school calendar, and concise meetings. The principal also makes a point of being highly visible in the

school, greeting students in the car loop and walking through classrooms and the lunchroom each day.

The school leadership team consists of intermediate and primary lead teachers, lead special educator, guidance counselor, reading specialist, and principal. This team meets bi-monthly to discuss critical elements of school development, including professional development and programming for students. The leadership team has their fingers on the pulse of the school, and guides decisions about student data, grouping, professional development, and scheduling.

The School Improvement Team includes everyone in the staff and a parent representative; subcommittees focus on different aspects of the school's plan—literacy, STEM, and accelerating student achievement. For example, after analyzing local and state writing and career readiness standards, the literacy subcommittee determined that writing was an area of focus. The committee recommended adopting a consistent, rigorous writing program in order to meet the needs of the students and worked with the principal to purchase Lucy Calkins' Units of Study: Writing for all grade levels. The Literacy SIT Subcommittee continues to monitor writing achievement, and is able to make recommendations to grade levels.

Collaborative planning is critical at SCES. The reading teacher facilitates bi-monthly collaborative planning with grade level teams, special educators, and the principal. Math, science, and literacy lead teachers also meet with teachers for vertical collaboration to deepen understanding of content areas and expectations in grades before and after their own. Another structure that is essential to the collaborative leadership is monthly "Data Digs," in which teachers analyze student data to find patterns and determine instructional next steps. Teachers take the lead to discuss students' progress toward meeting standards.

SCES emphasizes lifelong learning for teachers. This is modeled by the principal, who participates in and leads professional development throughout the year. The principal believes her role is to grow teachers as well as students; she works closely with teachers to ensure that they are able to achieve their personal educational goals.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

ShIPLEY'S CHOICE Elementary School's success is due to its continuously growing bank of strategies that provide a solid foundation of academic and emotional support for all students. A key theme is the focus on instruction and achievement. This theme permeates all planning, professional development, and decisions in the school and enable teachers to develop and implement engaging and rigorous lessons across all content areas. Another deliberate strategy that enhances student success is collaborative planning. Teachers meet weekly to discuss student progress, analyze work samples and other data, scrutinize College & Career Ready standards, and collaboratively plan instruction to maximize learning.

Continuous and ongoing formative and summative assessments provide insight into student abilities and drive academic instruction. Teachers use Fountas & Pinnell Reading Inventory, Exit Tickets, and other tools to gauge students' progress and adjust lessons in order to maximize learning. Students practice essential skills through online programs such as Tenmarks and ReadWorks Digital. These tools help teachers utilize flexible grouping within classes and grade levels to meet the needs of all learners at their instructional level. Teachers are knowledgeable not only in content, but in child development as well as students' multiple intelligences and learning styles. This knowledge drives differentiation and Universal Design for Learning, which are evident every day across all content areas.

ShIPLEY'S CHOICE Elementary recognizes students' social and emotional needs and work collaboratively with grade level teams, cultural arts, school counselor, nurse, administrator, parents, and community to support those needs. Counseling groups such as lunch bunch, friendship groups, and Social Detectives are led weekly by teachers, guidance counselor, speech teacher, and school psychologist. Students are also supported by mentoring teachers and the guidance counselor who take time to meet with students to praise successes and set goals for growth.

ShIPLEY'S CHOICE Elementary's Growth Mindset and use of the word "Yet" provides an appealing, energetic environment for students in which failure is just considered a stepping stone in learning. With this school-wide atmosphere, ShIPLEY'S CHOICE students are able to persevere at all tasks and know that challenges will only make them more successful. Teachers are the coaches and cheerleaders for the development of this intrinsic student motivation. Students at ShIPLEY'S CHOICE want to work hard and they want to succeed. The power of this mindset is something that cannot be found in a textbook, but is found within oneself. It truly is what makes ShIPLEY'S CHOICE Elementary so successful.