

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

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

School Mailing Address 150 Clyde Jones Road
(If address is P.O. Box, also include street address.)

City Sunderland State MD Zip Code+4 (9 digits total) 20689-9684

County Calvert County

Telephone (443) 550-9390 Fax _____

Web site/URL http://sesweb.calvertnet.k12.md.us/ E-mail kasulkep@calvertnet.k12.md.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.

(Principal's Signature) Date _____

Name of Superintendent*Dr. Daniel Curry E-mail curryd@calvertcounty.education
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Calvert County School District Tel. (443) 550-8000

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Pamela Cousins
(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.

(School Board President's/Chairperson's Signature) Date _____

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):
- 12 Elementary schools (includes K-8)
 - 6 Middle/Junior high schools
 - 4 High schools
 - 1 K-12 schools
- 23 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	49	24	73
K	55	46	101
1	48	41	89
2	51	61	112
3	48	56	104
4	64	58	122
5	59	63	122
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	374	349	723

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 14 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 72 % White
 - 9 % 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: 7%

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	25
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	49
(4) Total number of students in the school as of October 1, 2015	723
(5) Total transferred students in row (3) divided by total students in row (4)	0.068
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 1 %
2 Total number ELL

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

Spanish

7. Students eligible for free/reduced-priced meals: 16 %
Total number students who qualify: 117
8. Students receiving special education services: 11 %
83 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.

- 12 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 0 Emotional Disturbance
- 1 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 1 Orthopedic Impairment
- 8 Other Health Impaired
- 6 Specific Learning Disability
- 30 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 25 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
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	36
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	11
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 20:1
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	96%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 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 X

If yes, select the year in which your school received the award.

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

The mission of Sunderland Elementary School is to ensure that each student will have the opportunity to be involved in all phases of the learning process, acquire and apply knowledge, participate in the fine arts, realize a sense of physical well-being, and develop skills which will enable him/her to become a well-adjusted, productive citizen.

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

Sunderland Elementary School is surrounded by rural agriculture in the Patuxent River watershed of the Chesapeake Bay which lies in Southern Maryland. We sit in the northern end of Calvert County in close proximity to the Patuxent Naval Station, Calvert Cliffs Nuclear Power Plant, and within driving distance to our Nation's Capital- Washington D.C. and our state capital- Annapolis, MD. Our county has 12 elementary schools and Sunderland serves 730 students ages of 3-11. The student population is 72.2% white, 13.5% African American, 9.1% Multi Race, 4.2% Hispanic, and 1% Asian. The school provides 11% of the students with special education services, as well as speech and language service for 15 not yet school age students as itinerate students. Our regional programs for early childhood special education provides services to 45 special education students. The school has 2.6% of the students with 504 plans to accommodate their needs. Sixteen percent of the students are served free and reduced meals. Less than 1% of students are English Language Learners.

The school population is reflective of the surrounding community. We have a growing population yet a rich history of many generations of families attending. We started as a small community school opening in 1988 and through change and growth, we have turned into the largest elementary school in our county.

Sunderland has a great reputation in the community as being a friendly, open environment where families and volunteers are welcomed and are a part of their child's education. Many of our staff members grew up in the community and have children who attend Sunderland. Our community support is large with our FSO (family school organization). The support is evident by the number of events run by our wonderful volunteers that are highly attended by our families. Some of these include: monthly skate nights, ice cream socials, movie nights, fall festivals, winter wonderland, and spring fair. Staff members voluntarily attend to support the events.

Staff members always feel supported and connected with the community. They strive for a partnership between the school and the families they serve. Many staff members sponsor after school clubs such as basketball, Lego, craft, and many other educational activities. Our related arts team sponsors different events like the art exhibit, chorus and band concerts, book fairs, and field day. The community also reaches out to help enrich the children's learning by volunteering to share their jobs during Career Day. These include local doctors, police officers, political affiliates, farmers, and tradesmen.

Sunderland is fortunate to collaborate with Chespx Environmental Program. Chespx programs are designed to provide students with an outdoor classroom with hands on activities. Kindergarteners receive visits from environmentalists that provide classroom lessons and outdoor activities to enrich their knowledge of animal adaptations. First graders explore the forested wetland of Battle Creek Cypress Swamp in Prince Frederick, Maryland. A visit to the local Appeal landfill and Anne Marie Garden Art Museum is where our second grade students engage in activities to learn about solid waste reduction. The third graders Chespx program entails raising terrapins and releasing them into the Chesapeake Bay as a part of a head start program. Fourth graders study fossils at the local Calvert Marine Museum in Solomons, Maryland. Fifth graders study Chesapeake oysters and visit Chesapeake Beach Fishing Creek for a hands-on adventure.

In the last several years, through growing environmental concerns and dedicated efforts of many staff, Sunderland has focused on recycling, addressing energy and wildlife conservation and environmental awareness for our youth. For more than ten years, our school pulled together a team of parents and educators to develop a green climate thus attaining Green School Certification. Achieving Green School status energizes students and staff to participate enthusiastically in our school-wide effort, making changes big and small, to reduce our carbon footprint on the environment and improve our stewardship of the earth. Each year on Earth Day, Sunderland 3rd graders celebrate with a visit to Northern High School's Lorax Club. Through a combination of curriculum and instruction, building-wide changes, after-school clubs and celebrations, our environmental enthusiasm is going strong.

Sunderland Elementary teachers strives to know the strengths and weaknesses of each student to create meaningful connections both academically and social-emotionally. Teachers diligently plan instruction that

allows for collaboration/group work and individual needs to be met. Data is analyzed to drive decisions that meet the standards and facilitate success. On weekends, during the summer and after school hours, teachers attend professional development opportunities to further their content knowledge and to keep abreast with the latest strategies. Teachers work collaboratively with other teachers, administrators, and learning specialists. Part of this includes, weekly Professional Learning Community (PLC) meetings allowing teachers time to review data, plan new initiatives, and discuss new research and strategies to benefit all students. Sunderland Elementary focuses on narrowing the gaps in student achievement.

In order to develop a well-rounded child, we provide many opportunities for students to participate in leadership roles in the classroom and throughout the school community. Students apply and are chosen based on academics and recommendations for programs such as the Seahawk Kindness Krew, Safety Patrols, and Student Council. Students take an active role in their own learning participating in data conferences, as well as short and long term goal setting. This helps to empower them personally and academically. Having students' goals in mind for planning, helps keep them a part of the team and gives them a voice.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Sunderland implements the Calvert County Public Schools curriculum which utilizes the Maryland College and Career Readiness Standards. Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.

Within the English Language Arts (ELA) curriculum that is county developed based on the Maryland College and Career Readiness Standards, each component is a complex, integrated network requiring equal attention to fully develop a student's capacities to become a literate individual. The ELA integrated literacy framework considers the incorporation of systematic, explicit instruction, assessment for and of learning, responsible use of technology, and uses research based best practices. The integrated literacy classroom is child centered, developmentally appropriate, promotes thinking based learning, and ensures access for all. The integrated literacy teacher models lifelong learning, makes informed professional decisions, and strives to build positive relationships. Primary grade levels have an emphasis on decoding and encoding in order for students to develop foundational skills to access text with automaticity, while the intermediate grade levels emphasize the application of reading for meaning.

Students work within integrated units in ELA that connects literacy and informational texts to science and social studies content. Students utilize various strategies including using sign posts, think marks, anchor charts that allow for collaboration to extend and enrich learning.

All staff at Sunderland believe that all students can learn mathematics, and they deserve the opportunity to do so. We recognize that “mathematics is more than a collection of concepts and skills to be mastered; it includes methods of investigating and reasoning, means of communication, and notions of context.” (NCTM p. 5) Using mathematics is a journey and a cycle, not just an application of a computational procedure to find an answer.

Through daily math instruction and real world applications, we build the students’ conceptual understanding and ability to apply mathematics along with their procedural knowledge. Students who understand why a mathematical procedure works are far more apt to use their knowledge and understanding to problem-solve with less familiar tasks. Students need to interpret and construct knowledge, rather than just absorb it; that is why mathematics at all levels must foster active student involvement. Students work collaboratively to construct and deconstruct problems that mimic real world situations.

Our Social Studies program is based upon a program of studies aligned with the Maryland State Department of Education Social Studies Standards and The College, Career, and Civic Life (C3) Framework for Inquiry in Social Studies and is designed to engage students in critical thinking, problem solving, and participatory skills to become engaged citizens. At each level, Overarching Themes support curricula that is integrative and address the totality of human experience over time and regions. Each theme is focused on connecting with the past, linking to the present, and looking ahead to the future.

Teachers provide instruction to students using a variety of opportunities to conduct inquiry, develop and display data, synthesize findings, and make judgments. Lessons embed a comprehensive process of confronting dilemmas and making personal and civic decisions on information from multiple sources and perspectives. Lesson inquiry leads students through historical investigations that challenge them to think critically and make value-based decisions about social issues. The integration of literacy development is essential for students to access and learn disciplinary content. Teachers build discipline-specific literacy into daily instruction when and where appropriate.

Sunderland utilizes the Next Generation Science Standards as we prepare our students to be competitive in a global economy. We recognize that students need to have an in-depth understanding of how the world works, including all of the interwoven, interconnected pieces that make it up. They also need to apply

advanced, systematic problem solving skills to real world problems in a collaborative manner in hopes of devising plausible solutions.

Our teachers create lessons that are designed to be highly engaging and enriched with technology to make each students' experience more meaningful, where students delve deeper into concepts through a three-dimensional approach. This three-dimensional approach to science instruction incorporates the basic science concepts, along with the science and engineering practices and cross-cutting concepts that span multiple science contents.

Our school takes great pride in the belief that with a solid foundation, students can soar to great success. Our school is one of the few in our county with a regional pre-kindergarten program, as well as two regional inclusive pre-kindergarten classes and the HeadStart program. The Maryland State Department of Education requires that the pre-kindergarten program be made available to students who meet first priority criteria: disadvantaged economic status, homelessness and foster care. If space allows, other applicants who demonstrate a lack of school readiness may be considered.

Our pre-kindergarten programs were developed based on the Maryland Early Learning Standards which are based on Healthy Beginnings (emphasis on birth-age 3) and the Maryland College and Career Readiness Standards. The programs are high-quality, half day programs (ages 3-4) where our teachers focus on standards designed to ensure the implementation of high quality early childhood education, school readiness, and provides experiences that foster children's academic, social, emotional and physical development. Students learn and are successful in developing a solid foundation for learning due to the structure within the pre-kindergarten classroom environments, including effective classroom management, celebrating and recognizing difference and similarities through differentiated delivery of instruction for our youngest learners, and emphasizing the importance of social development.

2. Other Curriculum Areas:

Sunderland Elementary offers four related arts classes per week to all students in kindergarten through grade 5. Students attend art, music, media and physical education. Each related arts area has standards specific to their content with an emphasis on developing the whole child.

The fine arts are among humanity's greatest aesthetic and intellectual achievements. They communicate a broad range of ideas and feelings, and have been a primary means of transmitting culture throughout history. Their persuasive powers influence an enormous range of human activities. The arts are an integral part of every child's learning and cognitive development. As many districts have removed funding for the arts due to budget restrictions, Calvert county has continued to embrace the importance of fine arts.

Sunderland Elementary offers both visual art, general music and instrumental music. Students receive instruction in both visual art and music once a week beginning in Kindergarten with the option to participate in instrumental music classes, in addition to their general music classes, beginning in grade 4. We offer many opportunities for students to enrich their Arts experience by offering our SES Chorus in grades 3-5, All-County and Tri-County Honor music ensembles. Students experience a wide range of music utilizing instruments from other countries, developing their own melodies and lyrics, recording their own creations using IPADS, and performing.

The visual arts program educates, informs and involves students and the school community in meaningful child-centered experiences that develop artistic behaviors, critical and creative thinking, and production. Local galleries and businesses support special exhibits for student work and display student work to encourage young artists. Our students have displayed their art at the Calvert Marine Museum in Solomons Island as a tribute to our efforts to "Save the Bay" campaign. Our students are able to use various mediums to create their art from simple paper to clay where students see science at work in the kiln.

For many students, we find that they excel in the arts whereas they may struggle with some academics. When the arts are combined with the core content, many students excel. Sunderland is thankful to have the support of the local school system in developing an appreciation in our students for the arts.

All students in grades K - 5 participate in physical education classes twice per week to contribute to good health and encourage healthy choices. Not only do teachers focus on physical health, but they also emphasize good sportsmanship, collaboration and taking pride in your own accomplishment while encouraging others. Students learn various sports and physical skills to lead a healthy lifestyle.

Along with the 1:1 device program in grades 4-5, all students attend the media center where research skills and technology are taught. Students work in groups to solve problems and use various tools and websites to create products to share their new found knowledge. The traditional media still exists through book checkouts and read alouds that model fluency and prosody, but the media center is also our technology hub. The student news network is run by the media specialist who oversees the program.

3. Instructional Methods, Interventions, and Assessments:

When it comes to instruction Sunderland Elementary staff is committed to fostering the growth of each individual student. Through collaboration with teachers, instructional assistants, volunteers, administrators and parents it is our resolute purpose to inspire students to reach their maximum potential. Collaborative planning, differentiated instruction, flex time, researched based interventions, enrichment and technology infused instruction are the umbrella to the instructional approaches used here at SES to benefit students.

High quality instruction begins with effective grade level teams who plan collaboratively with special educators, related arts teachers, other grade levels and community volunteers. Sunderland Elementary has an entire classroom devoted to co-teaching at each grade level where special education and regular education teachers can more effectively meet the needs of the varied levels of learners. Student IEP, 504 plans and any other intervention needs are prioritized within each classroom, as well as the needs of the most advanced learners. Data driven instruction is carefully planned and implemented through flexible grouping and daily instruction. At each grade level and in some cases across grade level, students are provided the opportunity to receive additional remediation, enrichment, and flexible instruction based on the needs of students without missing daily instruction. Professional Learning Communities have been developed, in grade level, cross grade level, and cross curricular teams to discuss and develop the strategies and interventions that are needed to target specific groups of students.

Our instructional approaches begin with heterogenous classrooms that are differentiated to meet the needs of all levels through problem and strategy based learning. Also, we have specialized teachers in all content areas which helps us maintain high levels of achievement. We utilize those strengths by departmentalizing in grade levels 2-5. However, a new model in which we are bidding is an integrated cross curricular classroom where one teacher assimilates all subjects and has the freedom to hone in on skills rather than be tied to a time schedule by subject area. We also use our flexible grouping time, along with classroom instruction to reach our identified ALP (Advanced Learning Program) students. There are tasks developed by teachers and our BOE that allow us to enrich within each student's current grade level. To maintain student centered classrooms where the teachers are facilitators, we combine what we know from experience as well as from professional development opportunities to build our repertoire of learning. We use math tool kits, writing tool kits, anchor charts, Interactive Science Notebooks/Reader's Response Journal/Writer's Notebook/Math Notebooks, and portfolios. At any point, here at SES, our "Walls Can Talk." As you walk through our building you wouldn't even need to talk with anyone, as the walls will tell the story of all the learning that occurs here at SES.

We utilize technology to enhance everyday instruction. Our wireless technology supports Smartboards in every classroom, along with 4th and 5th graders have 1 to 1 devices, and every other grade level has a combination of desktop computers, laptops, iPad and/or tablets. Teachers use programs such as One Note and Microsoft Classroom to allow students to house information from school to home and grade to grade.

SES works tirelessly to close the gap for all students through the use of many assessment types. Examples of assessments are formal and informal observation, county/teacher created check-ups for ELA, Math, Science, Physical Education and Health. We also do standardized testing such as, Cog-At, Science MISA, PARCC, and Primary Talent Development. Minority students and students with disabilities test scores are

discrepant from their non-minority and non-disabled peers based on student performance on county developed system wide assessments, as well as, PARCC scores. Through the use of Universal Designs for Learning strategies (UDL), SIOP strategies to incorporate more language skills, and local mentorship programs to establish solid relationships with students, our positive trend towards improvement continues for all subgroups with a goal of closing the gap.

Sunderland continues to maintain exceptional achievement through teamwork. Our school is a well-oiled machine filled with teachers, support staff, leadership team, building service team, parents, community members that are serious about teaching children and committed to making a difference in their lives and making learning memorable. We maintain high expectations by building relationships with students and their families, holding all students to high academic standards, and maintaining consistent school wide behavioral expectations.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

It is the mission of Sunderland Elementary School to ensure that each student will have the opportunity to be involved in all phases of the learning process, acquire and apply knowledge, participate in the fine arts, realize a sense of physical well-being, and develop skills which will enable him/her to become a well-adjusted, productive citizen. We reinforce this mission each morning as students and staff recite the school pledge which focus on our three R's: Respect; Responsibility; and Ready to Learn. With a positive focus on character, incentives are offered quarterly through a variety of activities, such as grade level dances. Each of SES staff encourages practices that provide for a nurturing environment which is respectful and safe. Classroom behavior charts are utilized school wide and include opportunities for students to redeem their behaviors through a clip up and clip down system. Sunderland's school mascot, SPIRIT, named by a student through a contest, reinforces multiple character qualities. "SPIRIT" represents Sunderland Promotes Integrity, Responsibility, Independence, and Trust. Teachers and staff utilize Spirit Grams to recognize exemplary student behavior and random acts of kindness, which are shared on Seahawk News/morning announcements.

A variety of programs enrich student interest and growth. Sunderland offers after school clubs such as International Cooking Club, Basketball, Sign Language, Color Me Calm, Math Club, Drama, and Lego Robotics. Additional supports for students are available through a variety of groups offered by the school counselor such as Social Skills, New Student, Grief, and Friendship. Sunderland has a history of encouraging parent and community involvement through special days that enhance student excitement and engagement such as Grandparents/VIP Day, American Education Week, Field Day, Red Ribbon Week, 100th Day Celebrations, and Career Day. Every Friday is Sunderland Spirit Day where students and staff are encouraged to wear school colors or Sunderland FSO spirit wear, blue and white.

Sunderland teachers feel valued and supported by parents, students, administration, and colleagues. Sunderland FSO celebrates Teacher Appreciation Week by providing all staff with lunch for the entire week. Parent volunteers provide critical support to both teachers and students in the classroom setting. Colleagues offer a variety of support through sharing of best practices through weekly PLC meetings and monthly staff meetings. Additionally, monthly staff lounge festivities are coordinated by grade level teams and off-site activities are planned periodically.

Sunderland Elementary benefits from a close-knit community through a number of programs, including Heartfelt Backpacks that ensure weekend meals, Coats of Many Colors provides coats for children in need, Angel Tree offers families support over the holiday season. Although Sunderland serves a large area and has an enrollment over 700 students, it has a history of maintaining a close knit community school.

2. Engaging Families and Community:

Sunderland Elementary, in collaboration with the Family School Organization (FSO), offers a variety of opportunities for Sunderland families and community to get involved in. Parent representatives are active members on the FSO and Wellness Committee. Each year Sunderland invites parents to sponsor afterschool clubs offering a variety of extracurricular experiences for children. The FSO invites families to participate in annual events, such as Ice Cream Social, Movie Nights, Variety Show, and Spring Festival, among others. A variety of Fundraisers, such as Boosterthon and Harlem Wizards, encourage interactive support from parents and across the county, while raising money to enhance learning opportunities for SES students at the same time. Local businesses sponsor and support events within the school.

The Sunderland staff coordinate regular events to inform families and invite them to participate in their child's education. At the start of each school year, the New Family Orientation and Meet Your Teacher invite families to visit school prior to the first day and provides information to new families and allow opportunity for families to meet their teacher prior to the first day. Sunderland regularly celebrates Red Ribbon Week and American Education Week with special days for students and families. Parent

volunteers are critical to the success of school events such as Art and Music Expo, Field Day, classroom support, and tutoring. Beyond the immediate family, special days to invite Very Important People (VIP), such as grandparents, aunts, uncles, and other extended family are hosted by the school to further build the community connection that is reflective of the changes in society and various types of family structures. Classroom volunteers are celebrated at the end of the year with a Volunteer Luncheon coordinated by school staff.

Crucial to engaging families and community is ongoing communication. Sunderland utilizes multiple means to make families and community aware of events. Monthly newsletters and urgent messages are delivered using SchoolMessenger. Classroom teachers have website and utilize other forms of technology to keep families informed of events. Parents are able to utilize Home Access Center (HAC) to monitor their child's academic progress. The tool allows parents to set up automatically generated updates with specific parameters determined by the parent and student. Teachers are able to communicate with families within this secure tool to make notations regarding progress.

3. Professional Development:

Sunderland recognizes the need for teachers to have ongoing and regular opportunities to learn from each other. We feel that ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, and new curriculum resources.

The county offers monthly professional learning opportunities for all administrators to continuously build their capacity as an instructional leader. There has been an emphasis on the Instructional leadership capacity and deemphasizing the "building manager" role for administrators. Sunderland's administrative team attends county level trainings for teachers. The principal and vice principal participate in county level PLC's to discuss practices and trends in education in other schools within our system.

The school's leadership provides structures within the school day to build the capacity of each staff member through teacher's learning from teachers through extended planning days, committees that have representatives from all areas and level of support and weekly team level Professional Learning Communities (PLC). The PLC's are facilitated by the principal, vice principal or dean, along with a teacher leader, for having data driven dialogues where teams analyze both county level assessments and grade level school developed assessments to determine strengths and weaknesses in curriculum areas. Some PLC's are guided by a content level supervisor or learning specialist from the county. Anytime we ask for additional training for a specific standard, our county provides the assistance to clarify and provide additional learning opportunities. We also have the sharing of best practices and team building activities that focus on problem solving skills. It is our belief that just as we encourage students to take risks without judgment to solve problems, all staff, from administrators to support staff, is encouraged to seek new learning, implement new strategies and utilize new resources. Monthly staff meetings are used to provide professional development across all grade levels and related arts areas. We are all learners and we share our learning experiences with the students, as well.

As a school that has a 1:1 device program in grades 4-5, training and opportunities to collaborate with our system's IT department has allowed our teachers to implement One Note and other on line tools to extend and enrich student learning. Our county offers periodic professional development days to examine and teach new curriculum units or strategies, along with ongoing workshops and classes online and face to face. On weekends, during the summer and after school hours teachers attend professional development opportunities to further their content knowledge and to keep abreast with the latest strategies through book studies sponsored at the county as well as at the school level. Teachers work collaboratively with other teachers, administrators, and learning specialists.

4. School Leadership:

The administrative team at Sunderland believes that we are all learners and by working together with all stakeholders, our students will develop an "I can!" attitude to be successful decision makers and problem solvers to contribute to our community. Every decision that is made is based on two simple questions,

"How will this impact the students? How does this support our vision for our school?"

The daily instructional schedule was developed to maximize instructional time and decrease transitions and interrupted blocks of instruction. Within the schedule, PLC's and committee work time is embedded. Our principal and vice principal work with committees and committee leaders within the building that have representatives from all grades, related arts and support staff.

The principal co-facilitates the Collaborative Instructional Team (CIT) with a teacher leader. This team discusses and explores the instructional impacts of various factors on student achievement. Efficacy and mindset are the focus topics for this year. The committee developed a plan with input from their grade level teams on increasing efficacy within students and how their mindset contributes to their success. Along with the outreach to the students, our team works together with the FSO executive board to provide parent workshops and book studies. Parent participation in the book study on Growth Mindset increased by 20% over the participation from last year's book study "How to Talk with my Child."

The principal is new to the school for the 2016-2017 school year. Sunderland is her first school as a principal. She has attended all FSO events and most community events to foster strong relationships within the community. She visits local businesses as a customer, but takes the opportunity to discuss ways the business can help support the students either through mentorship or by financially supporting school initiatives. Along with community relationships, the principal and vice principal visit classrooms and the cafeteria to ask students questions about their learning or task at hand, but they will ask about students' sports or family, as well. High expectations have been set for all students, as well as staff. As a new principal, she recognizes the value of building relationships with all students, staff, families and community members, while being an instructional leader and ensuring all policies and procedures are in place for safety and security to allow for the greatest success for all learners.

The vice principal works in conjunction with the principal to oversee all programs in the building, but is responsible for special education programs and acts as the test coordinator. The vice principal facilitates specific grade level PLC's as well as the special education PLC. However, it is not unusual to have both administrators and the dean participate and brainstorm ideas with the special education team since this is an area where our student performance is discrepant from the general education performance.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

At Sunderland, we focus on the development of the whole child to ensure that students are developing socially and emotionally while being challenged with rigorous academics that both remediate and enrich based on students' needs. We have well trained staff who strive to enhance their knowledge and skills to improve instruction for all students. The support of on-going discussions and professional development about the best practices and strategies that have been proven effective is one of the practices that makes us successful.

Another key factor to our school being successful and a great place where kids soar is that Sunderland Elementary exemplifies a sense of "family." Staff, students, families, churches, and business owners embrace the school because they know the importance of educating our children to be future leaders. Our school has continuously kept the community and families informed of special events at the school and how they can contribute. It is the practice of reaching out to include others in decision making, offering parent workshops to bring families from various backgrounds/experiences together to learn, and it is the giving back that the students and staff provide to those in need. Our school will help the family that needs winter coats, a Thanksgiving dinner, or a gift card to help purchase groceries. We visit the hospital when a tragedy occurs that impacts one of our local families. In simple terms-we care about being the role model for our students so that all students can strive to be a leader within their community, even if they leave the Sunderland community. Our school began as a small school with less than 400 students, but even after it has grown to more than 700 students, it has maintained that small, close-knit feel.

Along with the basic practice of caring and letting others know we care, we strive to be the best in all we do and we challenge students to be their "personal" best. We encourage goal setting and students to compete against themselves, not others because everyone acquires their learning differently and at different rates. We ask that students who scored 6 out of 10 on a math fluency check this week to set a goal to increase their score next week and they shouldn't focus on the student who scored 8 out of 10. Our staff will tell students, "It is all about striving to be the best version of YOU!"