

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

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[X] Public or [ ] Non-public

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

Name of Principal Ms. Candy M Hofstad

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

Official School Name Gordon Bailey Elementary School

(As it should appear in the official records)

School Mailing Address 4125 Woodlane Drive

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

City Woodbury      State MN      Zip Code+4 (9 digits total) 55129-2530

County Minnesota (MN)

Telephone (651) 425-4803      Fax (651) 425-4815

Web site/URL http://bes.sowashco.org/      E-mail chofstad@sowashco.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. Keith Jacobus      E-mail kjacobus@sowashco.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Washington County School District Tel. (651) 425-6200

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

Name of School Board  
President/Chairperson Ms. Kathleen McElwee-Stevens  
(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**

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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

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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):
- 16 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 24 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 |
|-----------------------|------------|--------------|-------------|
| <b>PreK</b>           | 10         | 26           | 36          |
| <b>K</b>              | 52         | 49           | 101         |
| <b>1</b>              | 57         | 55           | 112         |
| <b>2</b>              | 60         | 67           | 127         |
| <b>3</b>              | 65         | 51           | 116         |
| <b>4</b>              | 41         | 50           | 91          |
| <b>5</b>              | 70         | 54           | 124         |
| <b>6</b>              | 0          | 0            | 0           |
| <b>7</b>              | 0          | 0            | 0           |
| <b>8</b>              | 0          | 0            | 0           |
| <b>9</b>              | 0          | 0            | 0           |
| <b>10</b>             | 0          | 0            | 0           |
| <b>11</b>             | 0          | 0            | 0           |
| <b>12 or higher</b>   | 0          | 0            | 0           |
| <b>Total Students</b> | 355        | 352          | 707         |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 9 % Asian
  - 8 % Black or African American
  - 8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 67 % White
  - 7 % Two or more races
  - 100 % Total**

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

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

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

| <b>Steps For Determining Mobility Rate</b>   | <b>Answer</b> |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year   | 32            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 7             |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 39            |
| (4) Total number of students in the school as of October 1, 2015   | 782           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.050         |
| (6) Amount in row (5) multiplied by 100  | 5             |

6. English Language Learners (ELL) in the school: 5 %  
30 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Chinese Mandarin, Ganda, Hmong, Serbian, Spanish, Telugu, Tigrinya, Turkish, Twi

7. Students eligible for free/reduced-priced meals: 17 %  
Total number students who qualify: 119

8. Students receiving special education services: 11 %  
78 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.

- 26 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 4 Emotional Disturbance
- 4 Hearing Impairment
- 0 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 8 Other Health Impaired
- 11 Specific Learning Disability
- 20 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: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

|  | <b>Number of Staff</b> |
|--|------------------------|
| Administrators   | 1                      |
| Classroom teachers including those teaching high school specialty subjects   | 27                     |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.  | 18                     |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.  | 9                      |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 8                      |

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 29:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| <b>Required Information</b> | 2015-2016 | 2014-2015 | 2013-2014 | 2012-2013 | 2011-2012 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance    | 96%       | 96%       | 97%       | 97%       | 97%       |
| High school graduation rate | 0%        | 0%        | 0%        | 0%        | 0%        |

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| <b>Post-Secondary Status</b>                  |    |
|---|----|
| 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 Bailey Elementary School is to increase student achievement by cultivating caring relationships between staff, parents and students and proactively teaching students to work hard, respect self and others and make everyone feel like they belong.

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**

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At Bailey Elementary School, our core mission is to increase student achievement by cultivating caring relationships between staff, parents and students and proactively teaching students to work hard, respect self and others, and make everyone feel like they belong. We are part of the sixth largest district in Minnesota, serving 17,837 students at three high schools, one alternative high school, four middle schools, and 16 elementary schools. Our superintendent’s message is that we don’t have 17,837 students, but one student 17,837 times. Bailey services over 730 students with varying ethnicity and socioeconomic status. The makeup of the school is 67% white, 9% Asian, 8% Black or African American, and 8% Hispanic or Latino. 4.3% of our population is identified as Limited English Proficiency.

Traditions are important to our school community. Families and community members attend events during and after school. In the early spring prior to a new school year, students who are entering kindergarten and their parents attend Pre-K/Kindergarten enrollment night allowing the students to visit our school, meet the teachers and learn about Bailey’s Pre-K and Kindergarten program. In September, incoming kindergartners do not attend school with grades 1-5 on the first two days of the school year. They are invited in to meet one on one with their teacher for an assessment and “get to know you” conversations. All families and students are invited to attend Open House the week before school starts so parents and students can meet teachers and explore classrooms. Parent/Teacher conferences in October and March help our parents remain informed. We conduct a Veterans’ Day assembly; winter and spring band, orchestra and choir concerts; fifth grade field day; World Culture Day, Science Fair, Fine Arts Evening displaying artwork from all students, and an Opening Ceremony assembly welcoming all students, with a special welcome to students and staff that are new to Bailey.

Students’ emotional needs are met through a nurturing environment present in every classroom. From the moment that students walk into the building they are greeted with a friendly smile making a connection from the onset. Bailey provides an environment where students are confident in asking for support from any staff member. Additionally, the school guidelines of Work, Respect and Belong are embedded in everything we do. Various opportunities are provided for students to apply guidelines and practice character building. In conjunction with Student Council, the Bailey students and families give back to the community by participating in various service learning projects: Coats for Kids, Pennies for Patients, Trick or Treat for Unicef, American Red Cross donations, Ronald McDonald pop tabs, neighborhood food shelf, Union Gospel Mission (toiletries), Feed My Starving Children, recycling program at Bailey started by student council (not district), Planet Green recycling, and Crayola recycling to name a few.

Academically, learning targets are clearly articulated across all instruction, and success criteria allow students to understand and work towards quality work. Teachers have been involved and invested in prioritizing and unpacking state standards to create standards based lessons. This work has been ongoing for the past several years with teachers utilizing this work to develop lessons to meet the needs of all the learners in their classrooms providing remedial and enrichment for those students that are in need of such accommodations. Our EL staff promote academic development for our students learning English. Our students in Special Education are learning daily through Individualized Education Plans. We are working to close the achievement gaps through our focus on Culturally Responsive Teaching strategies. Our identified Gifted and Talented learners are provided with meaningful and rigorous opportunities.

Technology in the classroom provides students with an extraordinary range of learning opportunities. SMART Boards and Google Apps for Education are utilized by all grade level teachers. Students in grades K-2 use iPads to extend learning through educational apps. Students in grades 3-5 have Chromebooks for school use allowing real world connections, research opportunities, and increased collaboration.

We utilize a modified Positive Behavioral Supports structure, as well as many other initiatives and programs, to assist our students’ social-emotional growth. In addition to formal programs, informal positive interactions among students, staff members, and parents create a feeling of warmth, family, and connectedness. New families to our school often remark about the welcoming “feel” of our school.

At Bailey Elementary School, we believe that the students come first. We believe in educating the whole child; academically, socially, emotionally, and personally. Our students feel cared for and supported on a variety of levels, and this translates to student success. You can see by their smiles every single day that our students enjoy coming to school. It is our hope that we teach our students to love learning, which aligns with our district mission, “To Ignite a Passion for Lifelong Learning”.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Bailey Elementary students' receive core instruction in the areas of math, reading, science and social studies. The school utilizes the Minnesota State Standards as the foundation for the subject areas. Teachers develop individual student outcomes based upon assessment data both formative and summative throughout the year.

Pre-K at Bailey offers a strong foundation in igniting a passion for learning for our youngest students. Our Pre-K teachers support our school's core curriculum by providing literacy-rich classrooms. We provide activities in physical, social/emotional, and cognitive domains that are based on the Early Childhood Indicators of Progress (ECIPS) standards of learning which align with K-12 standards. Studies show that an early education based on social/emotional development supports later academic success. Our programs provide a good foundation for school success by providing interactive, stimulating activities, caring relationships, and a creative, literacy-rich classroom environment.

Reading instruction in K-5 aims to deliver grade level content standards while also individualizing instruction based upon student need. Bailey utilizes the Reader's Workshop model to deliver reading instruction. This approach emphasizes the following components: interactive read aloud, shared reading, guided/small group instruction, and independent reading. This multi-faceted approach allows grade level standards to be taught while also differentiating for each individual student. Our teachers monitor their students' progress through running records and individual student conferencing. This information will then drive the instruction during their guided/small group reading.

The foundation of our social studies curriculum is anchored by our Minnesota state standards. Kindergarten largely focuses on social emotional growth and development. Grades 1-3 discuss the foundations of social studies including citizenship, government, economics and geography. Grade 4 focuses on the geography of North America and grade 5 focuses on the history of North America. We use Advancement Via Individual Determination (AVID) strategies such as Writing, Inquiry, Collaboration, Organization and Reading (WICOR), Costa's level of questioning, philosophical chairs, tiered vocabulary, close reading, role playing, readers' theater, and interdisciplinary teaching using the content in social studies to expand to other subject areas.

To promote social responsibility and participation in our community each grade level has a focus. Kindergarten has a career focus and highlights families and cultures. In first grade, students study an appreciation of our state, economics, and home and school cultures. Our second graders focus on our country as a whole and patriotic symbols and celebrations. The third graders study ancient civilizations and how government works. Fourth graders focus on the geography of North America and complete a state project to enhance the collective connection to our country and community. In fifth grade, students are actively engaged in our History Festival, allowing history to come to life. Culturally Responsive Learning and Teaching has also been a focus in navigating classroom conversations of social and political relevance.

In the area of mathematics, we identify each student's level of understanding and strive to move them forward. Using standards based data, and on-going assessments to drive our instruction, small groups in math are formed in each classroom to better reach student needs and outcomes. One example of this is the guided math model utilized in all of our K-2 classrooms. Students learn from hearing and understanding the mathematical viewpoint of others. In all grades, teachers utilize student centered math conversations on number sense, allowing students to show what they know, and how they know it, all while teaching other students along the way. Students are engaged in meaningful, higher level math conversations that allow for multiple ways to reach the correct answer, while giving a detailed explanation.

Teachers and students work together to make the math purposeful, with real-world implications through hands-on math experiences and cross-curricular exposures. Math is integrated in specialized curricular areas by participating in activities such as tracking heart rates, determining lines, angles and shapes of various

artworks, and analyze data for number of books read. At Bailey we work to make our students see personalized math experiences in their own daily lives.

Our science curriculum is rooted in our grade level standards and follows our district's scope and sequence for science instruction. Within each grade level the strands of science and engineering, earth science, life science, and physical science are embedded throughout the year. Each grade level emphasizes the connection between content knowledge and experimentation. This allows the students to understand that science is alive and plays a significant role in our everyday lives. Grade levels utilize our interactive science notebooks to engage students in the scientific process, and thus the students become an active participant in the experimentation and learning. In addition, teachers also utilize close reading strategies along with tiered vocabulary instruction to deliver content knowledge. This interdisciplinary approach engages our students in the reading and understanding of the concepts embedded within the grade level standards.

## **2. Other Curriculum Areas:**

Physical education, visual arts, foreign language, music and media are critical components of our student's overall education at Bailey. The skills our students cultivate in these areas help them not only be successful in school as well as in their home and future careers.

Our physical education philosophy is that healthy bodies promote healthy minds. All students in grades pre-K-5 participate in personalized, fitness-based curriculum four times a week. Our instruction incorporates cross-curricular content experiences and gives our students the opportunity to promote sportsmanship, cooperation, and life-long fitness and nutrition habits. Engaging activities include loco-motor skill development, object manipulation, and teamwork.

Strengthening self-expression, critical thinking, and creative problem solving skills, like those found in the visual arts, give our students a universal skill set for success not only in education, but in life. The visual arts curriculum in K-5 includes art history, criticism, appreciation, creation and presentation. Students visit our art studio, with a visual arts specialist once a week. Art is created through exploration of mediums including drawing, painting, sculpting, printmaking, ceramics, multimedia and technology. Students expand their visual arts knowledge with a global perspective, but with personal relevance.

In the past five years, Bailey has offered Spanish as a foreign language during our students' specialist time. In the last two years, it has not been offered in our regular specialist schedule, however it is offered as an after school enrichment course. Foreign languages that represent our student population are embedded and celebrated throughout the school year.

K-5 students attend music class twice a week. It is our belief that through music, students can further explore diverse cultures and expand their mathematical mindset through tempo and rhythm. Musical methodology includes the frameworks of Orff, Kodaly, and Dalcroze, with an emphasis on movement through music. Project based performances and student collaboration, along with note reading and exposure to a variety of instruments allow students to express themselves musically.

All students receive media lessons twice a week. Media outcomes include digital citizenship, 21st century technology skills, networking, authentic methods for research and application. Students are taught the fundamental tools available with Google applications through the use of iPads and Chromebooks. Consistent collaboration with teachers ensures that these skills are utilized throughout their day, and across curricular areas. Promoting literacy is a fundamental component of our media programming. Students are exposed to a variety of genres and experience a number of different literary medias. Allowing student choice within their book selection encourages a love of reading and ignites a lifelong love of literacy. In addition, students are exposed to building, creating and collaborating with peers through the use of STEM manipulatives and Makerspace activities.

Teachers and students understand that learning and growing in physical education, music class, art class, and media extends beyond their time with their specialist teachers. Students are given the opportunity to participate in a variety of additional enrichment activities. In physical education, students can participate in

various philanthropic opportunities such as Jump Rope for Heart and a charity fun run. Every student exhibits one piece of artwork in a school wide art show, and can join the student directed art club to further explore their own artistic passions. In music, students can expand their musical talents in our school's two choirs. Band and orchestra is offered in 4th and 5th grade as an exploratory elective. They prepare our students for the music requirements in middle school. These ensembles have many performance experiences including playing for peer audiences at our school and public performances at a local senior center and other community events.

The skills learned through physical education, art, music, and technology/media directly contribute to the overall success of our students. Our highly trained specialist teachers are in continual collaboration with homeroom teachers, to align with all academic goals and outcomes. As a result, these skills are incorporated into the student's daily classroom experiences. The education gained through these specialist areas encourage lifelong learning to foster the development of the whole child.

### **3. Instructional Methods, Interventions, and Assessments:**

Instruction at Bailey begins with educators asking Richard DuFour's questions of effective professional learning communities. Our standards based core curriculum determines what our students need to learn. The following questions guide our instruction: how will we know when they have learned it, what will we do when they haven't learned it, and what will we do when they already know it.

Using formative assessment throughout the year, we gather information about student's individual strengths and weaknesses. We utilize the Benchmark Assessment System informal reading inventory to gather information about student's reading. This comprehensive assessment gives a complete picture of student's reading level, word knowledge, vocabulary, text connections, inferencing and information gained from the text. Students are provided individual time with the teacher to think critically about the text and share their understanding. Math pretests are given before each unit to gather information about student's number sense and ability. Teachers analyze the student's mathematical process and how they arrived at their answers. Students learn that there are more than just correct answers; they are taught to explain and show their thinking process. Bailey teachers believe in going beyond paper pencil assessments to learn about student's knowledge. Throughout instruction, we monitor learning by using a variety of student-centered assessments, such as running records, exit slips, conferring, pair share, observations, and anecdotal notes. We balance personalized classroom assessment with formalized assessment several times a year. Students take the NWEA Measures of Academic Progress test in the fall and the Minnesota Comprehensive Assessments in the Spring which provide information that is nationally normed and focuses our School Improvement Plan.

Information gained from assessment drives instruction throughout the year. Our instructional methods align to meet student needs. Bailey's student-centered approach is paramount for successful learning. Teachers always begin with students reading or writing the learning target. This empowers students to take responsibility for their learning. The data gained from assessments provide teachers with information to differentiate instruction and use flexible small groups based on needs. The teacher is viewed as the facilitator, circulating and monitoring student groups. Collaborative learning keeps students engaged as well as develops their verbal skills. Teachers model and expect students to converse and write using scholarly language. They provide language starters to frame an academic response. Ongoing AVID training has solidified best practices for instruction and has focused students on college and career readiness. Teachers facilitate and model deeper thinking, note-taking processes, study strategies, philosophical chairs, and organizational tools. Teachers understand the developmental needs of young learners by utilizing movement and hands-on learning to enhance retention of content. Teachers focus not only on academics, but also personal connections with students to know best how to meet a child's needs. Personalizing instruction and book choices validate the culture of our student population. Technology is integral in our delivery of relevant content providing opportunities for students to respond and interact in stimulating ways. Classrooms are equipped with SMART boards, iPads, Chromebooks, and document cameras. Technology has allowed teachers and students to communicate and collaborate with peers, teachers, and families beyond the school day.

When assessments and classroom observations show that students haven't learned content or already know

the content, we provide interventions. We have supported gifted and talented students by utilizing the school cluster grouping model. Problem-based learning is used to challenge and motivate a wide spectrum of learners. We provide small group and individual reading interventions with highly trained teachers in programs like Leveled Literacy Intervention, Reading Recovery, and the AmeriCorps Reading Program. We utilize paraprofessionals, parents, community members and Foster Grandparents to provide more individualized reading experiences. Math interventions are provided by a math interventionist and AmeriCorps Math tutors. The EL teacher supports K-5 EL students through co-teaching and small group instruction. The expertise of both teachers helps to scaffold vocabulary and make content comprehensible to help close the achievement gap. Bailey teachers also provide a Targeted Service Program after school where students may register for enrichment courses such as, chess, knitting, and coding. This program also provides study buddies for individualized help to students struggling with content or homework.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

The mission of Bailey Elementary School is to increase student achievement by cultivating caring relationships between staff, parents and students, and proactively teaching students to work hard, respect self and others and make everyone feel like they belong. The language in this statement has become a consistent part of school/home communications as well as daily school wide broadcasts delivered by our students. The importance of work, respect, and belong is emphasized in all classrooms throughout our school.

Equal value is placed on social, academic, and emotional growth, and we know that motivation is key in nurturing these skills. We appreciate that elementary students are excitable, and to spark that excitement we incorporate activities that are designed to be fun and engaging. From dress up days, to assemblies, to our Bobcat mascot greeting students every Friday morning, students' enthusiasm for being here is contagious and we find that students are doing their best because of it. Our student led morning newscast, called WRB (Work, Respect, Belong) features students and staff who make announcements about current happenings, and also provides encouragement to make positive choices throughout the day.

It is our belief that children do well when they have the skills to do so. With a growth mindset in place for both staff and students, all children are learning and growing at their own pace and encouraged to reach their full potential. We consistently practice culturally and linguistically responsive teaching methods, encourage movement into learning opportunities, and embrace each and every individual student. Additionally, we incorporate Responsive Classroom strategies that lead to strong relationships through community building.

We know that when the staff community is strong, it benefits student achievement. The staff here works to create and maintain our professional community because we know that it is important to everyone. Part of our staff meetings are dedicated to recognizing individuals who demonstrate positivity and teamwork. It also promotes the "it takes a village" mindset. Our staff gatherings, whether an organized meal, games after school, or roller skating in the gym promote our personal relationships and enhance our professional ones. These events build trust within one another, making it easier for us to support each other.

### **2. Engaging Families and Community:**

Within our school the staff, families, students, and community work together. This leads to high levels of school improvement and student achievement.

Within the classroom setting there are many opportunities for academic enrichment to be showcased by involving our families. Culturally Responsive Teaching strategies are embedded in the way we build relationships with our students. Within each classroom, there are academic extensions through programs and performances. Some examples of these are 5th grade history fest, spelling bee, geography bee, passport club, poetry presentations, patriotic programs, and grade level experiences. AVID is a big part of higher education focus within our school. For example, each 5th grader wrote a letter to a college of their choice, demonstrating a connection to higher level education beyond Bailey. Additionally we have Bailey World Cultures Day, school readiness programs (pre-K, Kindergarten round up, individualized meetings with families), local author visits, technology club, art club, chess club, knitting club, high school volunteers, fun run, poetry presentations, and after school academic support in "Study Buddies". Community members often share their talents by volunteering for field trips, by becoming resident experts, and enhance the student experience by helping us differentiate instruction. Utilizing non-profit organizations such as Foster Grandparent Literacy, Project GO, and Junior Achievement continually improves our school.

Positive communications build strong relationships between staff, students, families, and our community. We promote kindness, the pillars of "Work, Respect, Belong", and our school-wide character education theme. Bailey utilizes many tools to share information with our families. Examples of these are our school

website along with individual classroom websites, social media, weekly newsletters, conferences, site team, PTA, principal's good news phone call of the day, and student-led morning news broadcast. Our staff goal in the fall is to reach out to every family by phone or email to share an initial positive connection for each student. Ongoing parent communication is a priority to strengthen our working relationships.

Student success is also supported through community events held outside of the typical school day. Some examples are the STEM fair, Veteran's Day program, family reading night, school carnival, book fairs, and community outreach experiences such as Feed My Starving Children, student-led community coat drive, animal shelter supply drive, Culver's and Wendy's nights, and many field trip experiences.

Through continual positive communications, and consistent, unique community outreach opportunities, our school improves and our students succeed.

### **3. Professional Development:**

Our professional development is driven by the School Improvement Plan (SIP) which is a unique plan, refined annually by a group of teacher leaders and administrators, which defines Bailey's focus to raise achievement for all students. The foundation of the SIP team is rooted in the creation of meaningful school-wide goals that are derived from a needs assessment that evaluates our areas of strengths and weaknesses. The team analyzes data ranging from statewide to classroom level assessments along with empirical data on the social interactions of staff, students and parents. This plan unites staff in our professional development for the school year. The SIP establishes both cultural and curricular goals along with identifying timelines, and the staff responsible for delivering and facilitating professional development.

Bailey teachers participate in monthly PD sessions led by teacher leaders, school achievement specialists and administration. The most impactful professional development has been those that have crossed all curricular areas. Bailey has been purposeful in its approach to instruction by defining clear learning targets, expanding thinking through questioning and inquiry, and strengthening our students speaking and writing through explicit tiered vocabulary instruction. These strategies have been developed and refined over the last five years. Through collaboration among teacher leaders such as the principal, literacy specialist and student achievement specialist has kept these topics alive by participating in classroom walk-throughs, teacher reflection, peer observations and professional learning communities.

Through the SIP process we have identified specific goals related to increasing student achievement. We have seen an improvement in math proficiency after staff has participated in specific professional development in number sense, math workshop and math talk. These trainings have helped our teachers support learners in deepening their conceptual understanding of mathematical concepts. To increase achievement in the specific area of reading, comprehensive professional development in close reading strategies has supported students in accessing complex text. To focus teachers on the college and career readiness of students, district AVID leaders and site AVID coordinators provide ongoing training on strategies that raise achievement for all students. These strategies include WICOR, questioning, discussion, defining successful students, organization and collaboration.

Having a culture goal on our SIP emphasizes the importance of the social emotional growth of our students. Professional development opportunities defined in our action plan in regards to culture have included, Sharroky Hollie's Culturally and Linguistically Responsive Teaching, Jon Gordon's Energy Bus, and Willow Sweeney's Top 20 Teachers.

### **4. School Leadership:**

Bailey Elementary administration has created and facilitated an environment of shared leadership and collaborative planning to ignite a passion for lifelong learning. All staff members from cafeteria and custodial staff to paraprofessionals, special educators, and teachers, support student growth and achievement. In addition, all stakeholders are integral in making our mission a reality.

There is a combination of formal and informal leadership at Bailey. Bailey utilizes the shared leadership

model with the implementation of our Site-based Management Team. This team meets monthly and is comprised of administration, teachers, paraprofessionals and parents. The site team reviews our building goals and acts to advise school administration in a variety of school related areas, to bring team concerns to administration, and to disseminate information from administration to teams.

Teacher leaders identified through the district's ATPPS program and our school achievement specialists are integral leaders in our school. They coach teachers and help them to review data in our PLCs to increase the achievement and success of all students. These leaders are at the heart of our SIP plan and keep it alive throughout the school year. They help to deliver professional development as identified through our school and district goals. Through the ATPPS program, peers coach, observe, and mentor each other in a non-judgmental way providing respectful collaboration and feedback.

Staff is encouraged to take on leadership roles. This could be as an ATPPS lead, a part of the climate committee or curriculum teams, or additional committees meeting the needs of our students and families. This empowerment carries over to the students for leadership opportunities as student council representatives or other classroom leads.

Bailey's Parent Teacher Association is another organization which provides leadership and guidance. Comprised of parents and teachers, this group raises funds for the school and volunteers to support teachers, programs, and activities.

Along this journey to igniting a passion for lifelong learning, we are continuously supported by our district administration and parents. Our leadership, along with the whole Bailey staff, work in unison with a kid first attitude focused on the whole student. We recognize the potential of all students, and strive to facilitate a lifelong love of learning. Leadership at Bailey is not simply in the hands of a few, but rather found in the dedication of many.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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The foundation for learning and success for students and staff at Bailey begins with our school philosophy of Work, Respect, Belong (WRB). WRB creates and maintains our school culture, which is the collection of practices and expectations for all Bailey community members. These expectations have evolved into unwritten rules that students and staff strive for and have permeated the culture of the school.

At the beginning of the school year teachers focus on the culture of their classroom and our school by introducing Work, Respect and Belong to their students. Each classroom spends time discussing these three school-wide expectations. The students are asked to brainstorm what Work, Respect and Belong should look like, sound like and feel like. By establishing these common guidelines there is consistency amongst all classrooms. Posters can be seen around the school with these guidelines to remind the students of the common expectations. This increases social connectedness, which reduces stress, increases healthy behaviors and ultimately allows easier access to academic success.

Throughout the school year, students will be taught how to incorporate these expectations in their daily lives. These beliefs are reinforced throughout the school year, and become a regular part of our instructional program. As the students progress through the grades, this philosophy deepens to reflect their developmental level. This philosophy builds grit and resilience that prepares them for academic and social success.

By implementing WRB, we are building the academic and social emotional capacity of students. We strive to develop students who have the skills to be contributing members of an ever changing global society. This one strategy epitomizes the core values of our students, staff, and community and has been integral in our school success.