

U.S. Department of Education
2018 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 Mrs. Kathryn (Kate) Bradley

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

Official School Name Bannockburn Elementary School

(As it should appear in the official records)

School Mailing Address 6520 Dalroy Lane

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

Bethesda MD 20817-5410
City State Zip Code+4 (9 digits total)

County Montgomery County

Telephone (240) 740-1270

Fax (301) 320-6559

Web site/URL
http://www.montgomeryschoolsmd.org/schools/bannockburnes/

E-mail kathryn_d_bradley@mcpsmd.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. Jack Smith

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail jack_smith@mcpsmd.org

District Name Montgomery County Public Schools Tel. (301) 279-3381

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Michael Durso

(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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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 (2017-2018) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 133 Elementary schools (includes K-8)
 - 39 Middle/Junior high schools
 - 25 High schools
 - 0 K-12 schools
- 197 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
 - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	24	29	53
1	39	45	84
2	38	30	68
3	46	36	82
4	40	32	72
5	39	46	85
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	226	218	444

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 13 % Asian
 - 4 % Black or African American
 - 9 % 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 2016 – 2017 school year: 7%

If the mobility rate is above 15%, please explain.

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, 2016 until the end of the 2016-2017 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	15
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2016	454
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

6. English Language Learners (ELL) in the school: 7%
29 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Amharic, Chinese, Czech, Dutch, Filipino, French, German, Hindi, Japanese, Korean, Portuguese, Russian, Spanish, Turkish

7. Students eligible for free/reduced-priced meals: 2%
 Total number students who qualify: 8

8. Students receiving special education services: 5 %
24 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>2</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>3</u> Developmentally Delayed | <u>7</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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, e.g., third grade teacher, history teacher, algebra teacher.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	13
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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 26:1

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

Required Information	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
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 2017.

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.

To teach children to be problem solvers while fostering creativity and compassion to contribute to a dynamic world.

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

Bannockburn Elementary School is located in Bethesda, Maryland, eight miles Northwest of Washington D.C. Its close proximity to the National Institutes of Health, Walter Reed National Military Medical Center, diplomatic embassies, along with international business, research, and health organizations bring families from all points of the globe. The culturally diverse student body provides a lens with an expansive world view. Bannockburn parents are highly educated and actively engaged in both their children's educational development and the community. Bannockburn serves a student body of 444 students made up of 51% boys and 49% girls in kindergarten through fifth grade. Families embrace the small school atmosphere that Bannockburn radiates. Students live in single family homes, townhomes, and apartments throughout the small neighborhoods within Bannockburn's boundaries.

Bannockburn began its story in 1957 as a small neighborhood school named after the surrounding community that was formed after World War II. Enrollment has had a slow but steady rise over the years. The strong bond between staff and parents is a longstanding tradition at Bannockburn and permeates all facets of school life. The Parent Teacher Association (PTA) has an annual membership rate that averages over 80% every year. The collaborative efforts of the administration, staff, and families create a productive partnership and a strong learning community. The PTA supports both academic and social activities, including technology, online libraries, and teachers' classroom materials. Working together, Bannockburn recently added a new outdoor classroom where students can explore and learn in a nontraditional space.

The school year is sprinkled with traditional and innovative activities, both in and out of the classroom that bring a sense of community for the betterment for the school. Bannockburn's annual Halloween parade and celebration draws over 500 guests of parents, siblings, grandparents, aunts, uncles, and cousins. The fourth graders bring their environmental science curriculum to life each year, identifying and implementing annual projects that spark improvements to the school grounds based on their environmental research. An extensive website, monthly school tours, principal coffees, and a weekly phone call and email from the principal keep current and prospective families connected and in the know.

At the academic core of Bannockburn is great collaboration. Teachers and staff are highly skilled at collaborating, and work across grade levels to share researched-based ideas and knowledge. They ensure that every student is ready for the next level. Students are challenged to develop critical thinking skills through reading complex texts and writing in response to texts. All teachers, including those working in kindergarten, have adopted the daily practice of building critical thinking skills through student discourse and writing. Further, students must prove their understanding by citing evidence, both orally and in writing. The Bannockburn school vision promotes and guides this instructional rigor and can be found in all subject areas and in every classroom. Bannockburn's support specialists use their expertise and skills to support teachers in planning and implementing differentiated small group instruction in reading, writing, and math. Support specialists work with teachers to use data to drive instruction and lead monthly data chats using a growth board to ensure that every child is progressing.

Social emotional skills are an important part of student development at Bannockburn. Staff know that it is their responsibility to provide daily opportunities to build skills that ensure students can successfully navigate and contribute to a dynamic world. These include Mindfulness training for both staff and students, class meetings with student-centered discourse, and monthly counseling lessons that align with the school's vision and mission. The monthly Character Cats Program highlights one character trait a month. In February, there is a stronger focus on kindness with additional activities that highlight the important impact kindness can have on daily life. Teachers embed brain and movement breaks, flexible seating, and the use of manipulatives in reading and math to provide students with multiple modes of learning.

Teachers, staff, and parents provide multiple opportunities to develop the whole child. Teachers use Kagan strategies to promote student participation and discourse, helping students make meaning of their learning. Teachers use culturally proficient texts to expose students to minority and social issues, bringing attention and understanding to their world. Physical education (PE), art, and music are incorporated into the curriculum where teachers collaborate with specialists to maximize students' learning experiences. Such

programs include Artists-in-Residence programs in art and music, and Jump Rope for Heart in PE where students have earned \$130,000 over the last seven years for the American Heart Association. Also, the PTA hosts an International Fair where families showcase the traditions of over 60 different cultures worldwide and it continues to grow each year.

All of these activities have contributed to the rise in student achievement and Bannockburn's recognition as a 2017-2018 Maryland Blue Ribbon winner.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Bannockburn Elementary School uses Curriculum 2.0 (C2.0) designed and written by Montgomery County Public Schools (MCPS). This online curriculum aligns with Maryland’s Common Core State Standards (CCSS) and is constructed with Universal Design for Learning strategies in mind. The elementary experience has at its core the goal of moving all students along the path toward college and career readiness. Unique to MCPS is Thinking and Academic Success Skills (TASS). These skills grow students that not only possess core content knowledge, but that are problem solvers, flexible thinkers, and creative collaborators.

Create literate, thoughtful communicators that can negotiate an increasingly complex and information-rich world is the mandate of MCPS’ English Language Arts (ELA) program. Primary students acquire foundational skills through teacher modeling of reading behaviors, word study, and interactive writing. Upper grades continue to build critical thinking skills through engaging with culturally proficient print and online texts. Instruction in responding to text dependent questions begins in kindergarten and continues through the grade levels to build deep comprehension and critical thinking. As a core subject, writing takes the forms of narrative, opinion, and informative communication. Writing process, production, and research assignments help students learn to convey information through various means—from labeled pictures in kindergarten to full essays using digital research tools in grade 5.

The mathematics curriculum emphasizes establishing a strong and varied strategic mathematics foundation before digging into abstract concepts and traditional algorithms. The MCPS mathematical framework states that students with mathematical proficiency understand basic concepts, are fluent in performing basic operations, reason clearly, formulate, represent, and solve mathematical problems, while maintaining a positive outlook toward mathematics. Foundational concepts of counting and cardinality along with operations and algebraic thinking anchors the primary grades instructional content. In the upper grades, higher level math concepts such as multi-digit and partial number operations develops through understanding and reasoning as well as meaningful practice. C2.0 uses manipulatives to model foundational skills and then moves to pictorial representations of math concepts. The eight standards for student mathematical practice is incorporated in every grade level. Students learn to think flexibly and problem solve through written explanation and discourse with peers. The five strands of mathematical proficiency - understanding, computing, applying, reasoning, and engagement (UCARE) - drive the learning in C2.0. Enrichment and acceleration opportunities, hands on-learning, and online resources keep young mathematicians engaged at all grade levels.

Engineering design and process are the centerpiece of the C2.0 science curriculum. The learning begins in kindergarten where students learn the design process as they build a new tool, then evaluate its effectiveness. Earth, space, and life science comprise the curriculum for kindergarten through third grade. Physical science makes its debut in first grade with concepts building through the grade levels. Grades 4 and 5 engage in lessons of the Next Generation Science Standards that promote data analysis and interpretation, critical thinking, problem solving, and the link between scientific disciplines. Students create investigations, develop models to explain phenomena, solve problems, and draw conclusions based on evidence. They learn that science solves real problems, connecting engineering and science practice with concepts. Science kits support hands-on experiments for the Science, Technology, Engineering, and Math (STEM) approach. Health units are incorporated into the science curriculum as deemed pedagogically appropriate.

Well-informed citizens who actively participate in a democratic society are the goals of the social studies curriculum as C2.0 provides lessons in civics, culture, history, economics, and geography. The elected student government association with class representatives provides real life experience for students at all grade levels. These life-long skills are aligned with the idea of the classroom and school as a community. Classrooms develop rules and a mission statement to put into practice the learning of the social studies curriculum. To enrich learning, Bannockburn highlights a specific group each month such as Black History month and Women’s History month, sharing accomplishments of that group in lessons and special activities.

2. Other Curriculum Areas:

All students participate in art, music, and physical education. Bannockburn specialists follow their content area in C2.0. The arts team is made up of a certified art teacher, a general music teacher, a physical education teacher, an instrumental music teacher, a media specialist, and a media assistant. The team often collaborates with classroom teachers to connect the arts curriculum to the core curriculum. Tying core subject matter to the arts curriculum helps students discover the interrelated nature of their learning.

Primary students build knowledge in the visual arts by learning about elements such as line, shape, form, color, texture, space, and value. They learn to identify these elements in famous artwork and then apply it to their own pieces. Upper grades build upon that knowledge, adding the art principles of movement, pattern, balance, unity, emphasis, and proportion. All students learn skills in drawing, painting, weaving, clay, and collage. Other skills, such as sewing, puppet making, sculpture, narrative drawing, and bookmaking rotate in and out from year to year. Student artwork is displayed throughout the halls of Bannockburn in order to celebrate the mastery of the learning objectives.

In the performing arts, the development of rhythm skills begins in kindergarten and progressively increases through the grade levels. Starting with iconic representation, students learn to notate rhythms in the first grade and continue to learn more complex rhythms like triplets and sixteenth note combinations. Rhythm skills directly correlate to math skills like fractions, number sense, and operations. Students first learn to read and perform music on the recorder in the third grade. The ability to read notes and rhythms foster creativity and lead to self-expression through music. Students in grades four and five have an opportunity to enroll in instrumental music where they choose an instrument and obtain instruction from a certified teacher. The music teacher incorporates the connection between music and core subject areas as students begin to recognize and appreciate the role music plays in their world.

The physical education program works to create responsible citizens who are physically educated and health literate. A content specific curriculum allows students to set and achieve challenging physical activity goals, apply higher order thinking skills to human movement, and design personal movement and fitness plans. Students are instructed and measured on the skills and practice necessary for a physically active lifestyle. They also know the benefits of choosing to be physically active and what it takes to sustain healthy lifestyles. Bannockburn students participate in two school-wide physical education events every year. Students participate in a Jump Rope for Heart fundraiser for the American Heart Association, raising over \$30,000 each year. Field Day occurs every June, as a culminating celebration where students display team-building skills in athletic competitions.

Technology, library, and media innovations permeate every classroom. The library media specialist (LMS) collaboratively plans, instructs, and supports classroom teachers through the integration of information literacy skills and content curriculum. Through inquiry and writing, the media program takes students and teachers through a research and discovery process in which students ask critical questions and then access, evaluate, and use print and digital resources to create and disseminate new information. In a highly technological world, students are also taught ethical practices related to the world of technology. This year, Bannockburn purchased and implemented the myON interactive library K-5, which provides students access to 8,000+ leveled eBooks. Since October, students have read over 15,000 books totaling nearly 4,000 hours. A media center, Brave Before Perfect, slogan encourages 21st century learning by stepping out of one's comfort zone to take risks with various technology.

The LMS also develops student leaders through the media helper program. Students learn library basics, technical troubleshooting, mentoring, and responsibility. The first Makerspace is under development at Bannockburn where students use STEM to complete challenges. For example, students are provided 20 index cards to create a mailbox that will fit a real envelope. Or, create a bridge using 20 straws and 20 index cards that will hold the weight of a backpack. Students must collaborate, communicate, create, and think critically to solve problems. The media program is an incubator of innovation at Bannockburn.

3. Instructional Methods, Interventions, and Assessments:

Bannockburn employs a variety of instructional methods to meet the multiple learning styles of its students. The Direct Instruction (DI) method, attributed to Siegfried Engelmann and Wesley Becker, is a jumping off point for teachers. Defined as explicit, carefully sequenced, and scripted instruction, DI rarely occurs without differentiation or scaffolding. Blending other methods with DI gives teachers the ability to personalize instruction to best support learning. Hands-on and project-based learning are part of the repertoire as well; they, too, usually include some level of DI initially.

The C2.0 ELA and Math curriculum bring a balanced approach to learning, combining whole group, differentiated small group, and independent learning to reading, writing, and math. New concepts are taught in larger heterogeneous groups and reinforced at differentiated levels in more homogeneous small groups. In reading, a teacher may model a comprehension strategy through a teacher think aloud to the class, then coach groups of students during guided practice using Fountas and Pinnell leveled texts. All students work independently at literacy and math centers, reinforcing new learning in core subjects. Hands-on learning in math is valued in every class where manipulatives help students visualize and connect to numbers. A Lucy Calkins'-type workshop approach in writing adds peer and teacher conferencing to the mix. Intermediate teachers use Google Classroom to provide real-time, actionable feedback on Chromebooks.

Project-based learning and self-discovery through experimentation are commonly found in social studies, science, and STEM lessons. For example, grade 4 learned about erosion via DI and inquiry-based research. Students located a site on school grounds that was eroding and planted vegetation to curtail the erosion. Students used MCPS Science Kits to conduct erosion experiments using ice, sand, and water. In art, students used this learning to create decorative tiles to line the sidewalk near the playground where vegetation wouldn't grow. The environmental unit of study expands even further with an environmental musical production by students where music, art, and movement bring the content to life. Kagan Cooperative Learning structures encourage and foster equal participation in social studies and science.

Intervention at Bannockburn is secondary to best first teaching. Holding all students to high expectations means that their knowledge base in core subjects is built by classroom teachers. Content specialists support classroom teachers through professional development, co-teaching, and observational "fishbowls". Paraeducators provide skill reinforcement directed by classroom teachers. Bannockburn's special educators, ESOL teacher, and content specialists respect core subject time as protected time. Fountas and Pinnell's Leveled Literacy Intervention (LLI) is used as a second dose of reading instruction, not initial learning. Also, Read Naturally Live, FASTT Math, and ROCKETBOOK are supports that are used primarily outside of content area times or in place of independent center times.

Bannockburn staff uses multiple and varied formative assessments to monitor student progress toward proficiency on CCSS. Formative assessments, such as monitoring instructional reading level (MIRL) and elementary mathematics assessment task (EMAT), are part of everyday instruction. To monitor progress of learning, data is collected through the MCPS Unify Performance Matters platform. Levels of math and reading are monitored and analyzed at monthly data chats throughout the year. Differentiation extends to assessment as well. Student progress is measured during small group instruction where common formative assessments are administered.

Summative assessments like PARCC, Measures of Academic Progress (MAP), and MCPS Assessment Program-Primary Reading (mCLASS) determine overall achievement and provide data to schools. Unify Performance Matters houses both formative and summative data. Teachers can use the platform to examine "baseball cards" with individual student stats or create class or grade level data sheets to identify trends or patterns at any time during the year. As a result, collaborative planning and instruction are driven by research and data.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Bannockburn's leadership operates with the belief that positive relationships are key to a productive school culture. Taking care of the emotional well-being of students and adults is one of the driving forces behind success at Bannockburn. Walking through the front doors each morning students are greeted by the principal or the counselor. As students enter their classrooms, teachers greet them with welcoming messages. Students derive a sense of community and purpose through class meetings and jobs. Throughout the learning day, every teacher implements positive behavior programs to maximize time on task. Staff and teachers work with students to celebrate diversity and create inclusive environments.

School-wide, positive behavior reward programs are an integral part of our inclusive school community. The school counselor runs the "Character Cats" program. This program promotes a character trait each month, then recognizes a student from each class to showcase the demonstrated trait. February is a special month promoting kindness. A student-led Kindness Committee facilitates activities to show how kindness can positively impact lives. Quarterly Town Hall assemblies are held to promote the development of positive behavior and good citizenship. Fifth grade students perform skits and age-appropriate videos are shared to enlighten and motivate students.

Outside the classroom, additional incentives promote safe, courteous, and mindful behaviors. The Golden Spatula is awarded each week to the class that demonstrates the best lunchtime behaviors. Winning classes choose from special lunch bunches to a fancy lunch with the principal to extra recess. The principal luncheon is highly coveted as students eat at tables with candelabras, tablecloths, and sparkling cider. The Principal's Mighty Fine Line Award promotes safe hallway behavior as students move through the school.

The principal understands that a strong school culture is built on positive relationships among staff. There are multiple avenues to engage staff, both in and out of school. Different grade level teams host monthly breakfasts and staff meetings. One staff member is celebrated each week with a keepsake poster of compliments and a special parking spot. Staff raffles create an energetic fervor among students as their teachers vie for pumpkin pie delivered by the Great Pumpkin at Thanksgiving and special breads at winter break delivered by Frosty the Snowman. An annual holiday party at the principal's home provides time away from school where staff and significant others get to know one another on a more personal level. For a roaring good time, the staff plays together on a school softball team.

2. Engaging Families and Community:

Engaging families and the larger community is a cornerstone to what makes Bannockburn a special place. Staff members create short video introductions that are posted on the school website at the beginning of the school year. Bannockburn also holds a 'Sneak a Peek' before the first day of school inviting parents and students to meet their new teacher and classmates. Back to School Night is held within the first two weeks of school and parent teacher conferences are held after the first marking period. Parent information sessions are often scheduled to provide clarity about specific programs in core subject areas. The media specialist continues to expand the school webpage and the principal captures student learning and school events on Twitter. Bannockburn staff and parents join other local elementary schools in diversity workshops with the most recent one examining implicit bias. The principal connects to families with a weekly Sunday evening phone call and email of weekly highlights.

Staff designs extracurricular events that align with Curriculum 2.0. The Annual Literacy Night Pajama Party is one example. Students come in pajamas and hear stories read by their favorite teachers. Parents collect reading resources and kids donate books to a highly impacted school. The evening ends with milk and cookies, bringing fun and learning together. Staff donates their time and talents to the PTA's annual silent auction where teacher-led activities are always the top fundraising items. The annual PTA parent-led Math Day brings families, students, and staff together for an entire school day.

The PTA is a strong partner in providing support to Bannockburn. The PTA has an average annual participation rate of over 80%. The PTA-sponsored, after school club program is a showcase of over 20 different clubs per session, running three times a year. PTA brings staff and families together with traditional events such as the Saturday Fun Run, the Back to School Picnic, and the festival-like May Fair. There is a high teacher participation rate for all events. The PTA's Community Service Committee rallies students, staff, and families to support over 15 nonprofit organizations each year. The PTA International Night showcases traditions and customs of over 60 different cultures within the Bannockburn community.

The principal attends the local preschool information panel each year and holds principal coffees and monthly school tours for prospective families. The PTA and principal are currently working with Dr. Barbara Van Dahlen to bring awareness to healthy habits of emotional well-being via her internationally recognized campaign, "ChangeDirection."

3. Professional Development:

Professional development (PD) is an important part of Bannockburn's success with students. The Professional Development Action Plan creates a roadmap for learning throughout the school year based on a cultural proficiency and instructional focus. System initiatives, such as equity training, standards-based grading, guided reading, and the eight standards of mathematical practice are rolled out in a trainer-of-trainer model.

Staff members meet before school two Tuesdays each month for professional learning. These learning opportunities are differentiated based on classroom experience and observations, student data, student voice surveys, and teacher voice surveys. Learning about meaningful, actionable feedback for students and making thinking visible through modeling and think alouds have been the PD focus for the past two years. This learning is led by the principal, staff development teacher, reading specialist, and members of the Instructional Leadership Team (ILT).

Teachers take macro learning from staff meetings and then apply it in their classrooms to solidify micro learning. Reflection is a key component of professional learning, providing staff with the opportunity to evaluate their success with current student achievement data. Visits to colleagues' classrooms, videotaping, and roundtable discussions are some of the ways Bannockburn teachers learn. Participant learning (Guskey's Level 2) data is gathered after each PD session and analyzed for next steps.

All grade level teams participate in weekly extended planning sessions to create meaningful, differentiated learning opportunities for all students. During this time, team members also examine student work to come to a common understanding of proficiency based on county rubrics. Teams identify patterns of misunderstanding or gaps in knowledge and then plan for future differentiated instruction and follow-up. ELL, special education teachers, and Core Team members join grade level teams to contribute to these discussions.

The Core Team meets weekly to discuss the PD agenda, time and implementation of county initiatives, formative and summative data, and supports for new or struggling teachers. The ILT and Core Team members read professional texts such as *The Skillful Team Leader* and *Got Data? Now What?* to improve instructional coaching and the use of data to support professional learning communities.

4. School Leadership:

The principal's role as instructional leader is paramount in a single administrator school. A shared leadership approach helps the principal meet the challenge of impacting all aspects of student achievement. The principal leads with a philosophy of creating a sense of urgency, believing that students only have one year in each grade level to achieve. This urgency shapes team planning and daily instruction. The Instructional Leadership Team (ILT) meets twice a month and is made up of grade level team leaders, support specialists, union representatives, and the principal. The Core Team, led by the principal, includes the staff development teacher, reading specialist, media specialist, and the counselor. The Core Team meets weekly to analyze data, plan professional development, discuss coaching opportunities, and share

information about team planning. Because the emphasis is on preparing students for the next level, the Core Team is diligent about supporting teachers in classrooms.

Each year the ILT identifies key sources of data to measure the academic progress of students as well as areas of academic need. Data is collected from focused classroom observations, student and teacher voice surveys, student performance data, and school structures and processes. A root cause analysis is conducted to guide the development of the School Improvement Plan (SIP) goals. This ensures that what is done for student achievement is based on student need. The ILT focuses on good first instruction, student learning, equity, and the growth of social-emotional skills as aligned with the SIP goals.

The principal meets weekly with the special education team and attends all Individual Education Plan (IEP), 504 Plan, and Educational Management Team (EMT) meetings. Grade level teams meet two to three times a week for collaborative planning. The master schedule is designed to provide teams with maximum time for planning; giving teams 80 to 90 minutes of planning, three times a week. Support specialists participate in team planning as content experts and to ensure instructional needs are met.

The school vision and mission statements are developed by the ILT and communicated in multiple ways to staff, students, and families. Students end the morning announcements by reciting the school vision. Leadership opportunities extend to students as well. Students have leadership roles with the Safety Patrol, Media Helpers, School Energy and Recycling Team (SERT), Kindness Committee, and Student Government Association (SGA), which includes class representatives in all grade levels. These activities give students meaningful opportunities to contribute to the betterment of their school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Bannockburn’s growth in student achievement over the last four years is due to the unwavering analysis and discussion of instructional practices and how they impact student learning. Coupled with high expectations, students are achieving because Bannockburn’s staff is constantly evolving. Bannockburn’s high student achievement is the product of good first instruction. Ensuring good first instruction has required ongoing data chats and a growth board. Teachers, content specialists, and the principal gather monthly to discuss instructional strategies and how those strategies are impacting student performance. A growth board, created with reading benchmarks by grade level, gives teachers and specialists a visual of where below-grade-level students are performing in relation to on-grade-level peers. Pictures of students not meeting benchmarks appear and stay “on board” until they reach independent success at their grade level. When this occurs, the student is taken off the board and teams celebrate.

The collaboration of teachers in pinpointing the academic and social-emotional needs of students through the use of the growth board/data chat tool cannot be overstated. Grade level teachers, the reading specialist, staff development teacher, special educators, media specialist, counselor, and principal all take ownership and stop at nothing to ensure the success of each student on the board. The progress of “growth” students is discussed not only for reading, but also in core subject areas and social-emotional well-being.

During data chats, teachers reflect on their practices and how they can adjust or implement new research-based instructional methods that others have used successfully. Novice teachers bring fresh approaches and tenured teachers bring valuable experience. Ideas flow and all who participate grow in their knowledge and practice of moving students toward proficiency. Helping teachers understand that what they do in the classroom is purposeful, is working, and is getting students to grade-level proficiency or beyond is extremely satisfying and very exciting.

Since instituting the growth board/data chats, student achievement levels have soared. This practice closed achievement gaps between demographic groups and produced a game plan each month to impact student outcomes. Putting a face with student data created a bond between teachers and students. Every child’s success became the mission of all. Pride came with ownership and with the knowledge that the teachers and staff are impacting the lives of so many students who call Bannockburn home.