

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):
- 7 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools

11 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	11	12	23
K	32	20	52
1	38	24	62
2	25	31	56
3	34	38	72
4	39	23	62
5	0	0	0
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	179	148	327

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % White
 - 2 % 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: 5%

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	3
(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)]	18
(4) Total number of students in the school as of October 1, 2016	348
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

7. Students eligible for free/reduced-priced meals: 9%
Total number students who qualify: 31

8. Students receiving special education services: 8 %
26 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>7</u> Other Health Impaired |
| <u>0</u> Developmentally Delayed | <u>2</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>17</u> Speech or Language Impairment |
| <u>0</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: 15
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.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	96%	96%	97%	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 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.

Success for all, takes us all.

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

On January 1st, 1863, the emancipation proclamation was issued by President Abraham Lincoln. At the same time, a small country school from Western Michigan was preparing for the remainder of their school year. That small country school was Rosy Mound Elementary, now part of the Grand Haven Area Public Schools.

Nestled along the shore of Lake Michigan and adjacent to Rosy Mound Natural Area, our school is in an idyllic location for learning. At Rosy Mound, every member of our community is a learner and a leader, from student to staff to parent.

While we are a community school serving families who live and work along the lakeshore, we also welcome many other students from throughout our district and surrounding communities. More than 30 percent of our school population is school-of-choice students. We serve approximately 345 students from preschool through fourth grade. Our exceptional staff and teachers constantly learn new methods to engage students in the learning process. They do this in an environment that is rich with technology resources. Arts education is highly emphasized in our school. Our walls echo with the music of students and are adorned with their artwork. Parents and community are highly involved in the education of our children, working as partners in the learning process.

Academically, our students achieve at high levels on state and local tests. We have been recognized as a rewards school (high achieving) on three previous occasions by the state of Michigan. We, as a learning community, have achieved these high levels of achievement by honoring and valuing the contributions of all members, staff, families and especially students.

We believe in recognizing and capitalizing on the many years of experience of our veteran teaching staff. While the staff is constantly learning new curriculum and instructional strategies, this is done through the lens of their collective experience. Our staff believes in incorporating these new learnings while maintaining their own individuality and personal teaching strengths. This makes for teachers and staff who are passionate about and committed to their profession.

Our families support us both at school and at home. Our active PTA coordinates a yearly fundraiser called the “Jog-A-Thon,” that is healthy and effective. They use the funds raised to support field trips, assemblies, educational support resources and much more. They volunteer throughout the school and are actively involved. The Watch D.O.G.S. program allows fathers or father figures to volunteer for a full day to truly appreciate and understand their child’s learning experience.

Rosy Mound is strongly connected to the community. Partnering with a local church, we are able to provide 20 students with an ongoing adult mentor through the Kids Hope program. Through the Rosy Gives Back PTA sponsored program we support the local Buc’s Pride cancer awareness as well as the Children’s Advocacy Center and other local charities.

Finally, our students play a central role, not only in their own learning but in the wider school and community as a whole. As part of the schools training and implementation of aspects of the “Leader in Me” program, we have worked to give every child opportunities for authentic leadership. Students beginning as young as kindergarten serve in school-wide leadership roles on either the Lighthouse Leadership team or the Helping Others committee. As they mature they serve in many roles within the classroom, throughout the school, and within the community. As they reach fourth grade the students participate in leading their own student conferences with their parents.

Our Motto is “Building a Better Me, Making a Better Us.” By constantly learning and growing, engaging all members of our learning community and by striving for authentic shared learning experiences, we live our motto every day.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Core Curriculum

Rosy Mound’s Core Curriculum, based on adopted curriculum from our district, aligns with Michigan’s State Standards. It is, however, heavily influenced by the expertise and experience of our classroom teachers and staff. With a goal of providing authentic instructional opportunities that draw on the strength of each of our staff members and appeal to the varied learning styles of our students, we strive to prepare each child for success through the use of research and teacher guided best practice. We balance the most current information with veteran staff’s personal understanding of the critical elements of each content area. Our belief is that when students and teachers are both vested in the content presented both will perform and achieve at a higher level.

ELA

Rosy Mound has a long history of high achievement in the area of English Language Arts. Our foundation in ELA begins with a focus at the earliest levels of instructional skills such as phonics, phonemic awareness, as well as frequent interactions with quality literacy both at home and at school. Prior to the adoption of district-level phonics programs, Rosy Mound has long used supplemental phonics programs to enhance our district chosen curriculum. Our ELA curriculum has been strongly based on a workshop model and has been influenced by the work of Columbia University. One of the highlights of this program that correlate with the belief system held at Rosy Mound was the impact of student ownership and choice over their learning material. Students are taught to self-select just right books and to use these books as they explore and practice skills.

Rosy Mound incorporates elements of balanced literacy into their practice such as Interactive Read aloud, guided reading groups, and word study elements.

Our success is also highly influenced by the involvement of families in the reading process, beginning at an early age through the backpack books program, family reading nights and all school reads.

Math

The math curriculum used by Rosy Mound aligns closely with our shared belief in the importance of engagement and choice for students. This rigorous, standards-based curriculum has a strong focus on math sense and place value. It places a premium on student understanding of the foundational concepts behind algorithms. Students are presented with multiple approaches to problem-solving and are encouraged to engage in self-selecting the method that is most effective for them. Rosy Mound also has a focus on computational fluency, especially around math facts.

Each lesson begins with the use of a learning target to assist students in understanding the learning goal. Each unit builds on the prior year’s learning through mastery loop learning. Math Talk and math journaling are also important pieces encouraging student ownership of learning. The use of rigorous assessments that require a deep understanding and an ability to apply that understanding to real-world situations is also part of the curriculum cycle.

Teachers use various technology applications to supplement and enhance instruction. Students who are ready to excel in their learning of math may move forward at their own pace using their one-to-one devices to advance their understanding. Those students who struggle with math concepts may be assisted by math interventionists, classroom teachers and the use of technology.

The use of data analysis of student performance is also critical in driving not only instructional content but instructional pacing as well.

Science

Rosy Mound is making the transition to the new Michigan Science Standards. The current curricular material is supplemented and adjusted in some cases to more closely align with our state standards, in other cases teachers are piloting science curriculum aligned to NGSX science teaching strategies. These new science lessons focus on inquiry learning. Students are actively engaged in investigations, observations, conversations, and hypothesis testing. This approach aligns with the development of student ownership of learning as students are given the opportunity to explore concepts in a full and deep manner.

Social Studies

Teachers at Rosy Mound are actively involved in not only the teaching but also the development of social studies curriculum. This process embeds instructional strategies unique to spatial thinking skills, hands-on activities, and contains a literacy component. Our staff has been leaders in implementing online textbooks which include student interactives, videos, and other content to engage students in learning. Beginning at the local level students learn about physical and cultural settings and then advance to state and national understanding. Students learn about the responsibilities of citizens and then practice these skills in activities as well as in leadership groups throughout the school.

Pre School

Our preschool is a tuition-based program for 2 ½ to 5-year-old children. We utilize the state approved Creative Curriculum as well as Zoo Phonics and Handwriting Without Tears programs. Our child-centered curriculum is developmentally appropriate and promotes growth in the areas of socialization, language/literacy, mathematics, science, movement/music and the arts. The use of the Second STEP program aligns directly with this program in the regular elementary program. Our program encourages the development of an understanding of print concepts, phonological awareness, and emergent writing skills, all of which support state standards in kindergarten and beyond. In the area of math, verbally counting and counting objects, comparing, and describing shapes all support the kindergarten math standards and beyond.

2. Other Curriculum Areas:

Students in Young 5 through fourth-grade benefit from the following curricular areas throughout the school year: Spanish and music meet for the equivalent of 50 minutes per week for one semester. Physical Education, art, and STEM meet for the equivalent of 50 minutes per week all year.

Arts

Visual arts are taught and include drawing and design, painting, ceramics, mixed media, fibers and art history. Whenever possible, the art curriculum is integrated with the district's core curricular areas. For example, students engage in art activities that involve symmetry at the same time they are learning about symmetry in math. When working with clay, fourth graders are taught about the physical and chemical changes that occur when clay is fired in the kiln. The connections between arts and math, science and social studies provide many opportunities to teach students problem-solving skills, strengthen their fine motor skills and develop their creativity as they learn to draw, paint, sculpt clay, and learn about famous artists in history. Learning targets are implemented into each lesson. Students use their iPads to research something they are drawing or painting. They can also create a digital portfolio on their iPads of their artwork as well.

STEM

Our S.T.E.M. program provides an additional relevant context for applying science, technology, engineering, and math, and often art. It encourages curiosity and thinking in these areas, which could translate into higher student interest and ultimately achievement. This academic special supports thinking, creativity, and problem-solving. It encourages curiosity and wonder. All of these are important elements of learning. The problem-solving framework of the STEM program is design thinking and the core of the program is the skills-4-success which were developed with the input from local businesses based on the employability traits they desire in students. These skills are Technology Literacy, Collaboration & Global

Thinking, Communication, Critical Thinking & Problem Solving, Flexibility & Adaptability, Ethical Citizenship, and Personal Accountability.

Physical Education

Our physical education program is based on national, state and district standards, and it is intentionally designed to motivate student learning and achievement. Motor skills are the main focus of our P.E. classes; however, social skill development and the integration of academics are an important part of our focus as well. Class begins with explaining and demonstrating the learning target. Clear expectations and routines anchor the learning. Throughout the class, students receive specific feedback in order to improve their movement and social skills. Class concludes with student reflection of their own progress. We celebrate positive sportsmanship and skill development witnessed during class. As students learn new motor and social skills, their confidence level and enthusiasm increase. Classes highlight inclusive behavior and recognize the effort and willingness to try new things.

Music

Through music instruction, students develop good musicianship by being exposed to a variety of musical genres through the basics and fundamentals of music. Enjoyment, appreciation, understanding and a love of music is fostered through singing, listening, reading, moving, interpreting, improvising, composing, playing instruments, and performing. All music classes are curriculum driven, grade-level specific and are constructed to develop each child using tonal, rhythm, and movement concepts while meeting the needs of each student.

Spanish

Our Young 5 through 4th-grade Spanish program uses a communicative approach where the Spanish language is taught/learned in context, using task-based learning. Each level has age/grade appropriate lessons that are generated based on Spanish language learning in areas of content, home classroom connection; community, elementary school specific; celebration and culture. Students develop global awareness, cognitive growth, and language skills through meaningful lessons and activities in these areas. Engagement and language application is maintained through the use of music and song, movement (total physical response), conversation, continuous repetition, and routine. All of the activities in Spanish help students identify as a language learner and build a solid foundation of literacy, language, and cultural competency.

Second Step

All Children in grades Young 5 through 4th grade participate in the Second Step social-emotional learning program. For Young 5 students the lessons are taught daily, for all others they occur on a weekly basis. In these lessons, children learn skills for learning, from basics such as attention to the more advanced skills of planning. At all age levels, there is a focus on developing empathy for others, managing emotions and finally, problem-solving.

3. Instructional Methods, Interventions, and Assessments:

Rosy Mound Elementary and Grand Haven Area Public Schools have been at the forefront of adopting best practice curriculum and instructional methods. Our staff uses their understanding and knowledge in leading student learning to adapt and enrich these methods with experience from their teaching career. In the past several years multiple new instructional practices have been introduced. Tiered interventions have been implemented and refined. Lesson design has been analyzed and adjusted to make sure students fully understand and can demonstrate that understanding. Assessment practices which require a depth of knowledge have been introduced and analysis of the data expanded. Teams of teachers have met to make sure that all students are learning and learning well.

The workshop model is fully implemented at Rosy Mound in the area of language arts. A mini-lesson format introduces students to content and engages students in discussions around appropriate content. Students take ownership over their learning during their independent reading time, self-selecting just right books and participating in independent reading. During this time teachers meet with small groups in guided reading, strategy groups, and one-on-one conferring with students to meet the varying needs.

Students can often be found gathered around teachers at the large area rugs that are in each classroom. Discussions are rich and meaningful to students. In all curriculum areas teachers intentionally strive for compelling questions that engage students in higher order thinking. Strategies that range from “turn and talk”, small and large group discussion using accountable talk, evidenced-based thinking and other practices help scaffold students toward a new understanding.

Technology is a tool our teachers use to enrich, enhance and extend student learning. The use of one-to-one technology is integrated into many lessons. One of the most promising is the use of an app that allows students to record themselves explaining their thinking around math or other content areas. Teachers are able to review this thinking as well as share it with parents and families.

Project-based learning strategies are being used periodically to engage students in a more holistic learning experience and problem-solving approach.

Rosy teachers use a strong assessment system to meet the diverse needs of our learners. We view the kids in our building as "our kids" creating opportunities for teachers and other staff to collaborate for the success of all. Our assessment system includes screeners, diagnostic, summative, and classroom level assessments. Formative assessments are ongoing in classrooms to regularly monitor learning. To help students self-monitor their understanding, teachers begin lessons with a clear learning target that is discussed and posted. At the end of a lesson, students reflect and rate themselves on their learning related to the target with scales. Throughout a lesson, teachers use oral language strategies to check understanding as they engage students in structured partner conversations or whole group sharing opportunities. Questioning techniques with various response systems, exit tickets, quick quizzes, and progress monitoring tools let teachers know if students are ready to move forward.

More formalized assessments in reading include the use of running records at the lower grades and pre and post assessments in reading are used in 3rd and 4th grade. These provide feedback to students to allow them to guide their goal setting. Balanced assessments in math are used on an ongoing basis to plan for both individual and whole group instruction or to break students up into smaller intervention groups to receive targeted instructions around their areas of needs or to accelerate emerging areas. Standards-aligned math tests allow teachers to pinpoint specific skill deficits at the class or grade level and adjust instruction appropriately.

By using the information we gain from these assessments, teachers work together to plan whole group lessons, small group learning, as well as intervention/extension opportunities. Assessment truly drives our instruction and our interventions.

A tiered approach to interventions is used in both language arts and math. Students in kindergarten through second grade meet daily in intervention blocks for literacy or math instruction. Students at benchmark work on enrichment or grade level practice. Students needing support receive a targeted intervention. Students in third and fourth grades also receive support in small groups as needed. Nationally or locally normed universal screeners in math and reading are given three times per year to determine if students are on target to reach benchmark reading expectations or to ensure that they have the prerequisite skills needed to be successful in math.

Students with special needs are served by our resource specialist who supports the general education curriculum through targeted instructional strategies and develops needed skills through a specific alternative curriculum.

Our belief is that through the use of strong assessments, effective instructional strategies, and targeted interventions we are best able to meet the learning needs of all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Rosy Mound has an authentic learning environment built on relationships. Every member of the learning community is valued in a way that feels real. While we do have a motto that states, “Building a Better Me, Making a Better Us,” we live it rather than repeat it. Every activity that we do to build culture and relationship is filtered through the lens of authenticity.

As a building, we have specifically avoided a rewards-based system for a more recognition based system. First and foremost is recognition within classrooms, playgrounds and school environments that is daily and behavior based. Positive behaviors are recognized by staff through comments and compliments. Each day begins with students being greeted by their teacher, at the door as they come in or as they meet for the morning gathering for Good Things, a component of Capturing Kids’ Hearts.

Each week students participate in a Second Step lesson that focuses discussions around personal and collective behavioral choices that build community. Some of the skills students learn include: attending to instruction, developing empathy, friendship skills, anger management and problem-solving. Three times per year we meet as a whole school to recognize students for the positive behavior they exhibit. Be it responsibility or kindness, staff speaks genuinely about the traits and qualities these students possess and how they demonstrate those skills in their interactions with others.

A cornerstone of our culture is the element of leadership. Beginning at the student level, children as young as kindergarten participate in leadership opportunities both at the classroom and building level. These leadership opportunities are often built around service to others. Our third and fourth grades willingly give up recess time to serve younger students as mentors or to prepare a daily news program. At the parent level, our PTA provides building-wide leadership in promoting learning through support of field trips, assemblies, technology, and classroom learning supports. In past years, the PTA has enhanced school libraries with non-fiction text, enriched classrooms and our library with furniture that makes the school feel more homelike and comfortable. At the staff and teacher level, individuals are seen as experts and leaders of the space and roles they inhabit. Teacher authority to make educational decisions in their classrooms around curriculum is embraced and encouraged.

Ultimately the word that would sum up the culture of Rosy Mound is family. We have a saying in our building that family comes first. We believe that we cannot serve our school family if we do not honor and serve our own families. Because of our strong connection to our own families, parents recognize and feel our commitment to theirs.

2. Engaging Families and Community:

Families and community have long played a central role in Rosy Mound’s success. Whether it is through the support of a dynamic PTA, significant and diverse volunteers, academic interactions with outside agencies or financial support that flows to and from our school, each has been an integral part of building a thriving learning community.

An active PTA supports and encourages staff, students and families. A once a year fundraiser called “Jog-a-Thon,” provides not only financial support for the year but also a way for families to gather in a healthy, active way. Parents, staff, and students can often be seen running together. Our students remember it as one of their best days of the year. In addition, the PTA supports teachers in maintaining their classrooms, as well as providing funds for field trips, assemblies, and other educational activities. One example is our “All School Read” program. Our PTA assisted us in providing every family a copy of the book “Malala’s Magic Pencil.” Through our teacher liaisons, strong communication is kept between parents and faculty.

Rosy Mound hosts a diverse number of volunteers within the school day. One of the best examples is Watch D.O.G.S. (Dads of Great Students,) a national program that encourages fathers or father figures to

spend one day per year supporting a school. Rosy has well over 100 volunteers per year in this program. These dads participate in all aspects of the school day, including classroom academics, specials support and building activities such as lunch and recess. It has produced a deeper bond and understanding between school and home. In addition, Rosy Mound participates in a number of opportunities for community speakers such as museum personnel, law enforcement, local dentists and child advocates.

Rosy Mound's staff and students have also taken an active role outside of the traditional school setting. Our students have participated in the "My Design" program and contest, where they took first place at the state level. This program, led by one of our fourth-grade teachers, involves students in the process of designing products to benefit the residents of Michigan. It takes them from concept to completion of the design cycle. As a partnership between art and STEM, students created a piece of interactive art that is displayed at the Grand Rapids Art Museum as part of a larger project on understanding the impact of invasive species and other changes in the great lakes. Students attended the opening gala of the artist who created works regarding this topic.

Finally, Rosy Mound has been the recipient of significant financial support through the community foundation as we initiated our "Leader in Me" program. In return, each month our students select a deserving service organization in the community to give funds to through our "Rosy Gives Back" program. Recently students donated over 1000 items to a local food bank and over \$1,000 to a local cancer support group.

Families are the foundation of all we do. Each member of a student's family is a part of the larger Rosy family and we believe that we are a part of theirs.

3. Professional Development:

The Rosy Mound philosophy in regards to professional development can best be summed up by our school motto, "Building a Better Me, Making a Better Us." Each member of the staff is committed to continuing professional learning and growth. As new curricula have been introduced, staff members spend significant time learning from material and each other the best way to introduce and teach new concepts. The staff takes advantage of training offered at the district level to prepare for the use of both new curriculum and technology.

To support our desire for students to take ownership over their learning and to develop leadership skills, Rosy Mound, in collaboration with our PTA and our local community, invested in extensive training around the Leader in Me program. Staff attended a multi-day training to develop a deep understanding of the concepts underlying Leader in Me. Following this, more targeted staff development occurred regarding structures to create within classrooms and building-wide to develop leadership skills. These programs and strategies have been outlined elsewhere in this document.

At the district level, professional development is selected using a Comprehensive Needs Assessment of our demographic, academic achievement, process, and perception data. The CNA reveals areas of strength and growth. Triangulated academic data determined where professional development was needed. Math needed attention. Intense focus of time and resources was given to analyzing math standards, implementing balanced assessments, and using professional learning communities. Teachers attended a conference on professional learning communities. The staff attended training on a balanced assessment system for math, providing students with more rigorous and aligned assessments. The teachers learned how the assessments would provide better data for their instruction. With great effort, the new assessments were used to measure learning and the data exposed where students needed support. The process of professional collaboration was woven into the training on math assessments. Simultaneously, the upper elementary teachers wanted to learn more about professional learning communities and intervention for students who miss the mark on essential standards. A collaborative group studied student data and how to improve math literacy by name and by need. That spring, math achievement improved significantly as measured by the state and local assessments. Central office administration worked collaboratively with staff to support the implementation of balanced assessments and professional learning communities. Both time and learning

resources were provided to Rosy Mound staff to identify the process and the support needed so all students can learn at high levels.

4. School Leadership:

Leadership is a critical component of our school culture. Our staff guides and leads, first and foremost in their classrooms with individual students but also with the larger building and culture as well. Every level is empowered to make decisions in regards to their area of focus. Our playground staff meets regularly with our principal to discuss ways to improve safety. Our secretary, food services and custodial all make decisions with the interest of staff and students in mind. Staff members participate in grade level meetings using data to guide decisions regarding each child. A representative group of staff members participates on a Lighthouse Leadership team that helps address both culture and curricular decisions. Our staff meetings are often the place that major decisions are discussed and decided. It is our goal to be as inclusive as possible in the decision-making process.

At the district level, our teachers help lead in multiple curricular areas both through input on and development of curriculum. Our staff is in the process of training on the Professional Learning Community model and already many are creating effective PLC meetings at their grade level.

Our principal's leadership philosophy is to trust the knowledge and experience at every level and in every position. The closer an individual is to the point of the decision, the more understanding and insight they are likely to have. This includes trusting the power of student leadership.

At Rosy Mound Elementary, student leadership is an integral part of our culture. As an outgrowth of our Leader in Me experience, we have a goal that every student has an authentic leadership opportunity. In order to promote that, we have developed multiple ways for students to lead. In the classroom, students take on classroom jobs or roles. Academically, students lead their own learning through the use of data binders. Students also participate in student-led conferences at various grade levels.

Beginning as young as kindergarten, students can apply for specific committees. The Lighthouse Leadership committee is a k - 4 group which helps guide school-wide decisions. This year the team is working on selecting a new mascot for the school. The Helping Others committee makes decisions regarding charitable giving and supports the collecting of funds for groups and organizations in our community. As students age they may apply to lead in flag support (putting up and taking down the flag each day), playground mentors (helping Young 5 and kindergarten students with playground choices), safeties (leading students to and from the bus), and finally news crew (creating a daily news program). All of these leadership positions require students to sacrifice free time. Still, nearly 50 percent of our students choose to participate. That rises to 61 percent of our fourth graders.

Leadership is not a position or a title but is built through action and sustained by example.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

States and countries have always grown through the development and use of their natural resources, Rosy Mound Elementary School is no different. Our natural resources are an abundance of talented and engaged students, staff and families, each with their own strengths. Like an ecosystem, these groups work together to create a dynamic learning and living environment.

What makes Rosy Mound so successful has grown out a combination of efforts but can all be traced back to one unique quality. To a person, student, staff, teacher, parent, each has a sense of personal and shared responsibility. Each takes ownership over their piece of the ecosystem and fosters the greater good.

The introduction of several ingredients has created this unique environment. For the last several years, the staff has been developing the use of a workshop model in the area of reading. This structure, mini-lesson and then targeted application and supported independent practice, has led to an increase in the ability of students to work at their own level and has fostered increased ownership over learning.

At the same time the staff was trained in two dynamic programs that affected not only ownership of learning, but ownership of school culture as well. The first was a district program called “Capturing Kids Hearts,” which builds classroom learning communities based on understanding and knowledge of what is unique about each individual in that setting. Teachers greet and welcome their class each morning as they pass through the classroom door. Students share, on a daily basis, bits of their life that are significant through a “Good Things” activity. The second program, unique to Rosy Mound, was the Leader in Me program. This program was made possible through the generous support of our PTA and local community organizations. The goal of this program, done through classroom learning and student leadership opportunities, is to build leaders one student at a time. Students who take part in leadership and community opportunities throughout their time at Rosy Mound have a strong sense of belonging to something greater than themselves.

The transition of our PTA from traditional fundraising to a once a year all school event called the Jog-A-Thon has had the unintended but delightful benefit of creating a supportive community gathering. This feeling tends to pervade the rest of the school year.

Finally, the building principal believes that there is leadership ability in all, from the smallest among us and trusts learning community members in the decisions they make and the actions they take. This creates not only a sense of pride but also a desire to live up to these high expectations.

Together, these elements have created an environment where each person feels that they are a piece of the solution, that they have a personal responsibility to do their best, but that it is only through a shared sense of responsibility that they can achieve the most.