

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):
- 2 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 4 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	36	34	70
1	35	37	72
2	40	36	76
3	35	28	63
4	32	39	71
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	178	174	352

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 85 % 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	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2016	320
(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: 6 %
20 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Greek, German, Russian, Tamil, Spanish, French, Mandarin Chinese, Ukranian, Serbian (Serbo-Croatian), Hungarian, Korean, Hindi, Turkish, Polish, Afrikaans

7. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 35

8. Students receiving special education services: 9 %
32 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>4</u> Autism | <u>2</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>2</u> Developmentally Delayed | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>10</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: 5
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.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	15
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	10

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 21:1

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%	88%	88%	96%	94%
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.

Working together to engage all learners.

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

Mast Way Elementary School (Mast Way) is a kindergarten through grade four elementary school located in the beautiful town of Lee, New Hampshire. Our rural landscape is located on the seacoast of New Hampshire, 50 miles east of our capital city of Concord, NH, 60 miles north of Boston, Massachusetts and 20 miles from the southern border of Maine.

Our school is part of the Oyster River Cooperative School District (ORCSD), a K-12 public school district and the first cooperative district in the state of New Hampshire, which unifies the towns of Durham, Madbury, and Lee. Our district houses four buildings, two elementary schools, a middle school and a high school. The main campus of the University of New Hampshire (UNH), located in Durham, NH, brings many learning opportunities to our students, staff and families. Students have partnered with scientists to expand hands on learning, received invitations to view theatre productions, and explored UNH greenhouses to learn about sustainability.

Mast Way has a population of 352 students with an equal male/ female ratio, 14.7 percent minority and 10 percent of our students qualify for free and reduced lunch. In addition, we have strong programs to support students in our special education population which utilize a highly structured, Applied Behavioral Analysis (ABA) approach. Mast Way is a high performing school with cultural, economic, and academic diversity.

Community members within our town have a strong sense of pride for our school and its history. The school was named for the masts that were harvested in the area used on ships back in the 1700s. A prominent milestone for our school was during the 250th year-long celebration of the town of Lee when our fourth graders led the way in sharing research gathered with the entire student body. History was brought back to life as students learned from local woodsmen, historians and community members who dressed in period clothing as they presented to our students. Connecting with students and professors from UNH, we observed as they marked and felled a tree right here on our school property. Local teams of oxen from area farms arrived on site to reenact how a tree was dragged from the woods before modern machinery was available. Mast Way thrives on making learning meaningful for students regularly. We know that when students are actively involved, learning comes to life.

One tradition that is well known and loved is our Read Across America celebration which encompasses Dr. Seuss and the love of literacy. This annual week-long event is organized by a dedicated team of staff members and embraced by all. When you walk into the school during this week, classroom doors are decorated as favorite book covers, personalized posters of staff reading in their favorite elements and decorations promoting literacy are everywhere. Daily events including opening and closing ceremonies are held where staff share upcoming events for the week ahead through presentations, skits, songs, dances and Dr. Seuss inspired poems. Events include dress as your favorite character day, a family reading night, guest readers and visitors, and enjoying green eggs and ham for lunch and more. Our students always get jazzed with a visit from The Cat in the Hat!

We are fortunate to have an active Parent Teacher Organization (PTO) that organizes events for our students, parents, and collaborates frequently with our sister school PTO as well. The most recent multi-year endeavor was to raise funds for our aging playground. With many hands assisting and creative fundraising ideas, we achieved this goal last fall and our students couldn't be happier. These parents diligently support our school, field lessons, and celebrations that have become strong traditions such as our end of year fourth-grade breakfast.

Our students are offered a variety of afterschool enrichment activities. Partnering with One World Language allows student the experience of Chinese culture/ language, Girls on the Run is offered in the fall and spring, gymnastics is offered at UNH and our district provides transportation for this activity, fourth graders may take part in Science Fridays, a collaboration between ORCSD and UNH Robotics Club. Before school, our title one tutors offer math and literacy support using technology resources, our physical education teacher offers Jump Rope Club for all students during the month of March and students are welcome to join a before school Running Club both fall and spring. K-4 build to complete a 5K road race. We are always expanding and changing options based on student interest.

Students are encouraged to expand their learning daily and educators strive to meet the needs of each individual learner. Staff understand the importance of social, emotional, physical and developmental growth and strive to provide guidance for students in all these areas in concert with academic development. Throughout our school, students are reminded to infuse kindness into each day and to 'Do Your Best' with everything attempted. Mast Way is a school where children are happy and thriving. Learning is a journey and we strive to support each student as they progress along their individual growth path. Throughout the year, we remember to celebrate achievements of all sizes!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Mast Way School, along with all ORCSD schools, have adopted the Common Core State Standards (CCSS) for Mathematics and English Language Arts, the Next Generation Science Standards (NGSS) and utilize the New Hampshire Social Studies Standards.

Literacy

Our overarching goal for all students is to develop a love of learning and literacy is at the foundation of this goal. Research shows the importance of strong reading skills instruction at the early stages of development. K-2 reading instruction is designed to provide foundational skills to support student development in the areas of print concepts, phonological awareness, phonics, word recognition and fluency. Using the Wilson Foundations program has provided consistency between grade levels for students in K-2 classes. Teachers also utilize the research-based materials developed by Fountas and Pinnell with reading instruction taking place in whole group, small group, paired reading and individual settings. Within the readers workshop model, instructional groups are flexible in nature and designed to meet student's individual needs. On site, teachers have access to a wide variety of multi-leveled text to provide varied and rich literature for all readers.

Using a variety of assessment tools, provides teachers with solid data regarding student progress and allows for shifting of instructional focus areas to support areas of weakness. Early intervention to ensure continued progress is key. Using the writing process, teachers guide students through lessons that support their understanding of thinking, use of language, and the mechanics of writing. Teachers utilize a wide variety of supports to guide students in gaining a strong understanding of narrative, informational, and functional writing skills often starting with a mentor text as a guide. Modeling and talking through the writing process and providing shared and interactive writing engage learners quickly. Our literacy teacher supports teachers with their instruction.

Mathematics

Recently, our K-5 mathematics committee evaluated our math resources and reviewed a vast amount of math materials/ programs to seek improved instruction. After a multi-year process, the committee chose to implement Eureka Math K-5. Our teachers have worked diligently to encompass the CCSS standards, how they build upon one another and best practices for implementing these rigorous standards. Administration provided time for teams to collaborate to disseminate skills taught and identify strengths and weaknesses of the resource. Teachers also reviewed and identified supplemental tools that merge well developing a rich and high performing curriculum for our students. Our math coach is a vital member of our staff in the review of student data, measuring progress, identifying areas in need of improvement, and coaching teachers through instruction. Our Title I staff is key as well in providing intervention supports for students based on data. Progress monitoring is ongoing with the use of exit tickets and module assessments.

Science

The K-5 science committee has adopted the Next Generation Science Standards. Outlining a matrix of topics including, life, earth/ space, physical and health science topics allowed teachers to review materials and identify best practices for instruction. Students benefit from hands-on lessons, active experiments and updated literature to support research and learning. Engineering and STEM based activities are infused into the curriculum at all grade levels. We are fortunate to have many opportunities in our area along with easily accessible resources. Students travel to solar fields in town to learn about natural energy, we have non-profit organizations that teach students how to keep our rivers and resources safe and clean, our town recycling center is within walking distance from our school which offers tours/ field trips regularly. In addition, we have town hiking trails just behind our school and have many parents who are professors/ scientists at UNH who offer to visit classrooms to share their knowledge with students.

Social Studies

Within our social studies curriculum, teachers foster an understanding of cultures around the world, history, citizenship, geography, economics, and government. We have focused on ensuring literature and materials are current to support learning. Our third graders partner with our sister school to conduct an immigration simulation each year. Teachers and students learn about the history of Ellis Island and what it was like to be an immigrant at the turn of the century. As our third and fourth graders were preparing for their play Peter Pan, Jr., they learned that Indigenous People were offended by the original script written in 1902 by J.M. Barrie. Our music teacher turned this into a teachable moment reaching out to the Honorable Chief of the Pennacook Abenaki People and members of the UNH Department of Anthropology. This resulted in an informative visit and presentation that provide students with rich details and history of the Indigenous People.

2. Other Curriculum Areas:

Our unified arts teachers bring a high level of instruction to our students consistently. They frequently work as a team throughout the year to support the integration of arts and technology with various activities.

The library at Mast Way is an inviting central hub of the school. Classes have regularly scheduled times throughout the week to visit the library where they are lead through a multi-leveled lesson connected to classroom topics. Students have access to many digital resources along with rich literature including a balance between fiction, non-fiction, poetry and resource materials. The integration of makers space materials has been infused into the library recently. We are in the process of investigating the transition to a learning commons model to provide more flexibility for students and teachers.

Our technology integration teacher is a great support for all. We have a technology lab, multiple mobile laptop carts and i-pad carts and each classroom is equipped with interactive Promethean boards and document cameras. Technology is infused into all curriculum areas in grades k-4. We strive to instill the expectations of digital citizenship and guide students as they learn their path through the digital age. Technology lessons provide explicit instruction necessary at the elementary level with the goal of building upon these skills from year to year. Students are actively engaged in Hour of Code, Science Fridays (offered in conjunction with the UNH robotics team) and virtual field lessons.

Our art teacher's fingerprints can be seen at Mast Way before you even enter the school house. Colorful mosaics created over the years with students are perfectly placed on the brick exterior. Every color of the rainbow is used within these works of art showcasing natural elements such as butterflies, birds, trees and flowers. Upon entering the building, the same whimsical artistic expressions continue. Quickly you will see crafted pieces of children's work, small painted details above doors, next to baseboards and any place that benefitted from a little extra creativity. The Annual Mast Way Art Show, led by our art teacher, is a highly anticipated event of the year. One piece of art is chosen, mounted and placed for every student in our school. Parents, students (both current and former) and community members swarm the school to view the gallery for all to enjoy! A culmination of instruction students received throughout the year gives reason to celebrate. Students gain a strong sense of pride at seeing their art presented throughout the school.

Students are kept fully engaged during their music instruction during each session. Our music teacher exudes a high level of energy teaching students about music history, rhythm, instruments, and theatre. Lessons are delivered in a multi-sensory model through auditory skills, visual supports, bodily kinesthetic learning, and dance. Students in third and fourth grade also receive weekly choral instruction which progress to show skill development in both a winter concert, and annual spring play production. In addition, our music teacher collaborates each year with grade level teams to produce mini-musical events. Our kindergarten, first and second graders present a winter concert, our first graders learn a Three Piggy Opera, our third graders present We Come from Everywhere as part of their immigration unit. All these

curriculum-based songs and performances bring learning to life for our students. All learn that everyone has a voice and can sing!

Our gymnasium is located at the front of the school designed with a large window where parents and young siblings are often found peering into the action-packed class taking place. Our physical education teacher designs another high energy space in our school where students receive physical education class two times per week. Lessons are strategically designed, skill based, and adapted for all levels of physical skill. Students are taught the routines of the class including mindfulness lessons for a warm up, full energy core lessons, and a processing portion of the lesson for cooling down. Throughout each lesson, students are completely active, focused, and on task enjoying motivating, high energy music with smiles on their faces! Our physical education teacher also provides adaptive physical education instruction for our students in need of further support. These students respond extremely well to the designed instruction often developed in collaboration with the physical therapist, occupational therapist, or ABA therapist.

3. Instructional Methods, Interventions, and Assessments:

To measure student progress in a systematic manner, we utilize a variety assessment tools. Our goal is to provide a multi-pronged approach noting that many factors contribute to the validity of any one assessment tool. Our goal is always to watch over a broad spectrum of student achievement data that accurately measures growth or lack of growth over time. For literacy, students in grades K-4 are assessed using the Fountas and Pinnell Benchmark Assessment System. These assessments are conducted three times per year, fall, winter and spring, to measure literacy growth and comprehension of literature. Kindergarten students are measured with this tool two times per year, winter and spring. Students in grades kindergarten and first are assessed using Dynamic Indicators of Basic Early Literacy Skills (DIBELS) to measure phonemic awareness, alphabetic principle, accuracy and fluency connected to text, reading comprehension, and vocabulary. Students in grades 2-4 are also assessed three times per year using the STAR assessments in both reading and mathematics. These are short computer adaptive tests that are intended to give a quick snapshot of student achievement. Students in third and fourth grade participate in the state-wide assessment test in reading, writing and mathematics. In addition, our math resources, Eureka, has embedded exit tickets for each lesson and both mid and end of module assessment for ongoing evaluation of student progress. The phonics program, Foundations, used in grades K-2 has further assessment tools embedded into the scope of instruction.

Teachers are well versed in best practices for differentiated instruction. Within each classroom setting, teacher analyze student achievements and personalize instruction to match and challenge individual learners. The task of meeting a wide variety of needs is challenging yet necessary. Using many different materials, resources and quality materials, teachers continue to challenge and support all learners. Collaborating with one another and seeking unique options opens doors to new and innovative teaching models as well.

We access a wide variety of staff to assist with the analysis of student growth and measure progress throughout a student's elementary career. Our literacy teacher serves as a strong resource for grade level teams to review student progress and make recommendations for tier one instructional shifts. We have three Title I tutors who are certified teachers who serve as our tier two interventionalists in both literacy and math. Using both a push in and a pull-out model, tutors collaborate with classroom teachers to ensure alignment with lesson trajectories and concept development. Our literacy specialist serves as a tier two and three level of support for those students in need of further supports. Our math coach assists teachers in refining and reteaching concepts for tier one and two supports. A well defined Instructional Support Team (IST) meets regularly and welcomes teachers to come forth if suggestions are needed to meet student needs. Teachers compile student data for review and the team discusses current instruction and concerns that are present. As a team, recommendations are made for shifts of practice and identified areas of weakness. We work continuously to review, revise, evaluate and improve our multi-tiered systems of support (MTSS) practices to ensure a laser-like focus on student growth and development.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Mast Way, students know this is their school. As buses arrive each day, students enter the building with smiles on their faces, a friendly greeting and an excitement to learning for the day. Teachers make sure students feel comfortable and respected in their school environment by posting a daily welcome message on a centrally located white board. Each morning, a few students are invited to the office to lead the school in the Pledge of Allegiance, announce birthdays for the day and greet their classmates over the school intercom. This routine helps to announce the start of a new day and provide students in all grades with an exciting leadership opportunity.

Throughout the year, we enjoy having Whole School Meetings for the Mast Way community. These meetings are designed to bring the school community together to learn from one another and/or celebrate specific successes. The school culture shines during these events as both students and teachers know the audience expectations, safety guidelines, and how to be respectful during a presentation or performance. The audience remains engaged as we have had The Cat in the Hat join for Read Across America, Olympians join to talk about reaching for your goals, and teachers perform plays and dances for students. We even have a school song written by our music teacher to the Mozart tune, Ode to Joy, which all students and staff enjoy singing as a group. These meetings are a focal point of our school. They remind students that we are one community working together to do our best always. Our younger students enjoy learning from their older peers and our older students gain a sense of responsibility for leading the younger children.

Teachers model for students the term, life long learners, daily. Working in a collaborative fashion, staff often delve into topics of interest and need that best support their teaching and student population. A study group model is frequently used to review teaching strategies, collaborate on new resources and learn from one another. Teachers are also encouraged and supported with off campus or university trainings and visits to other schools to partner and learn from colleagues outside of their school house. The teaching staff at Mast Way is consistently seeking knowledge to improve their teaching.

Each year in June, students take part in a step-up day where they are provided a short visit to meet their teacher and peers for the following year. This practice eases tension and anxiety for students. While the younger students are going through this process, our fourth graders do the same at the middle school. In addition, last year, we added a high school senior visiting tour. Graduating Oyster River High School students traveled through town on school buses and gained the opportunity to visit their previous schools- both middle and elementary while wearing their cap and gown. Our students and teachers absolutely loved cheering our ORCSD graduates on as they walked the halls of their elementary school. It was wonderful to see so many of these grown high school students greeting their elementary teachers with open arms and recalling which classrooms and teachers they had so many years ago!

2. Engaging Families and Community:

Throughout the year, the school principal reports bi-weekly on events and learning occurring schoolwide through Mast Way Family school newsletters. Often the PTO and teachers include pieces they wish to communicate as well. Safety information from the NH State Fire Marshal are also shared. Newsletters as well as progress reports are sent digitally to ensure parents receive this communication and we maintain a Go-Green philosophy throughout the district. Teachers also provide ongoing communication and connections with families through websites and email. Teachers, grade levels and title one staff offer before, during and/or afterschool events to showcase student work and achievement. Parent/ student breakfasts and learning sessions, poetry teas, author events, science presentations and biography wax museums are some of the many celebrations throughout the year. Each of these are always well attended by families.

Mast Way has a strong PTO that hosts many events throughout the year such as Halloween Happenings which includes fun games for all children in district, an amazing haunted courtyard, and active movement activities. The Holiday Bazaar is another event that offers a group location for our local crafts people and vendors to sell their products. Our music teacher brings together our second graders to sing for shoppers adding a festive touch. The traditional May Fair is well attended by families and staff which is complete with games, crafts, food and music played by our local middle school students.

Periodically we will have guests visit to interact with the students during the school day. Local police and firefighters partner with our school for several events. During the school day, you may see police or firefighters helping serve lunch and talking with students as they enjoy eating. They may also come in to serve as guest readers in a class or run an activity for field day. The students enjoy getting to know their community members, especially those who are here to help in emergency situations, which is wonderful to see.

Mast Way has also been fortunate to collaborate with UNH to support interns in elementary education, early childhood education, special education, physical education, counseling, speech-language pathology, physical education, and music. Some of these interns master their craft for one semester while other programs require a full year experience. We value the reflective practice used when hosting, guiding, and supporting student interns.

3. Professional Development:

The ORCSD supports teachers in the area of professional development and encourages the expansion of skills through a wide variety of opportunities. When the K-5 science committee began the work of analyzing the NGSS, teachers inquired about attending the National Science Teachers Association conference in Nashville, TN. Our district enthusiastically sent a team of eight teachers to this learning session. Teachers came back with a renewed energy and excitement for the field of science and engineering. When working on our mathematics alignment, before choosing a resource, content-based skills were offered to teachers with both Professor Mahesh Sharma and Sue O'Connell. Two separate voices and perspectives offered thought provoking opportunities for teachers to ponder and dissect. These were provided both during the school day in a classroom-based atmosphere with students present and in a traditional afterschool model. When determining professional development needs, consultation with teachers is conducted, varied learning styles are considered, and best possible resources are researched.

Having a reciprocal relationship with UNH is invaluable to our teachers as well. Annually, teachers are provided the opportunity to take part in college level courses to further their learning. Many have engaged in book groups and content focused courses that further development of pedagogy and content skill.

Throughout the year, staff led trainings are also offered. Our literacy teacher offers refresher courses for guided reading, benchmark assessments, readers/ writers workshop or other topics requested by teachers. Individual coaching is also provided for those who prefer a more tutorial model of instruction or review. The teachers training teachers model is well attended and received by staff. Our technology integrator offers training for staff on basic skills such as Office 365 or new technology such as Boardmaker for student use. Our school psychologist is a consistent resource for teachers in the area of executive functioning. Providing teachers with the latest research on brain development and best support students fascinates many. We have a talented staff which also includes two yoga teachers who offer weekly sessions for staff members after school. With all this amazing learning, we do try to keep ourselves balanced!

Along with these professional development opportunities, our teachers are also actively engaged in building and district committees such as: math, science, literacy, technology, safety committees, MTSS, Green Team, Sustainability, and theme committees. Many of these committees require researching latest curriculum, observing and visiting area schools and resources and developing presentations to the ORCSD School Board to keep the community up to date on processes being used and progress being made.

4. School Leadership:

The Mast Way School principal believes in collaborative leadership. With only one administrator in the building, being everywhere for everyone is extremely challenging, if not impossible. Because this structure exists, the principal knows she must rely on different stakeholders to assist with the daily tasks that must be completed. First, the office staff are an essential piece to the function of the school. As the first connection many have with our school, we strive to welcome all kindly, provide accurate information in a timely manner, and support the many needs of our students, families, and staff members. The responsibilities of the office staff vary widely from ensuring safety procedures are carried out efficiently to making sure notices and change of plans are communicated with students.

Office hours for the principal have never been assigned. Rather, discussions and meetings occur throughout the day in classrooms, hallways, or by the copy machine. The intent of this structure is to provide an open-door policy where staff may inquire, brainstorm, and suggest improvements in a fluid manner. Collaborating as a group to make decisions is supported fully. When staff positions open, a committee of volunteers is formed to become the decision-making board for any new hire. The team consensus is completed in a professional and systematic manner that can bring forth challenging discussions and decisions.

Each year the challenging task of reviewing and revising the school schedule for the following year is tackled. Staff members interested in assisting with this task are welcomed to join. As a team, the group begins by setting goals and objectives based on student need and analyzing the best structures for our children. From there, input is gathered from grade level representatives and sifting through the data begins. Again, difficult discussions may need to be discussed and, in the end, not everyone may agree to the full outcome. However, consensus comes together keep our students in the forefront of the task.

Keeping a shared vision for student success is key. We know our customers are our students and families. When we work as a team to ensure all students are receiving what they need when they need it, we know our job has been done to the best of our ability. The Mast Way teachers and staff have their hearts in the right place. They know that kids should always come first.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

The most influential detail for Mast Way School's success has been the continuous focus on supporting the whole child. At Mast Way there are many vital pieces to support a child's success along with stakeholders who work collaboratively to make this occur. From the beginning of each day, teachers cheerfully greet children in the morning before they even enter the building. This is often done with happy music playing to start their day on a positive note. We have a fantastic Child Nutrition Department that prepares homestyle cooked meals, much of which comes from local farms including a daily salad bar for all students. Our counseling, psychology, and nursing staff support students in confidential and caring manners daily. Parents are encouraged to volunteer in classrooms, join students for lunch, and are kept informed of current happenings and student progress on a consistent basis.

Our office staff take careful measures to ensure all students are safe and accounted for consistently. Office staff welcome the opportunity to join in school-based activities often taking lead roles and in costume, for whole school meetings. Our teachers care deeply about every child in the school, not just the student who is assigned to their class but continuing through their educational career. Students often stop by their previous year's teacher to give them a hug and say good morning.

Our support staff take great measures to ensure they are guiding students effectively, taking part in trainings when offered to expand their own learning and welcoming the opportunities provided to expand their skills. Specialists collaborate with classroom teachers to tie lessons into other curricular areas to strengthen and make learning even more meaningful for students. The staff at Mast Way still hold true to the saying, 'It takes a village', and everyone person who is a part of this amazing village knows the importance of one another's role. The level of caring, understanding, compassion, excitement for learning, and respect for one another is to be commended. Together, we can achieve anything!