U.S. Department of Education
2018 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Mr. Carmen Gabriel Costa
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Mansfield Spanish Immersion School
(As it should appear in the official records)

School Mailing Address 240 Euclid Avenue
(If address is P.O. Box, also include street address.)

Mansfield   OH   44903-1816
City   State   Zip Code+4 (9 digits total)

County Richland County

Telephone (419) 525-6321   Fax (419) 525-6386
Web site/URL
http://www.mansfieldschools.org/spanishimmersionschool_home.aspx   E-mail costa.gabriel@mansfieldschools.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*Mr. Brian Garverick   E-mail
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)   superintendent@mansfieldschools.org

District Name Mansfield City Schools   Tel.   (419) 525-6400
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 Mrs. Judy Forney
(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   5 Elementary schools (includes K-8)
   (per district designation):   1 Middle/Junior high schools
                                        1 High schools
                                        0 K-12 schools

                                        7 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [X] 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	34	26	60
1	19	17	36
2	17	15	32
3	15	14	29
4	10	11	21
5	18	17	35
6	7	6	13
7	4	5	9
8	0	1	1
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	124	112	236

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school: 0 % Asian
         29 % Black or African American
         9 % Hispanic or Latino
         0 % Native Hawaiian or Other Pacific Islander
         56 % White
         6 % 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 *to* the school after October 1, 2016 until the end of the 2016-2017 school year	5
(2) Number of students who transferred *from* the school after October 1, 2016 until the end of the 2016-2017 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	8
(4) Total number of students in the school as of October 1, 2016	175
(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: 6 %
         13 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Japanese, Tagalog, Estonian

7. Students eligible for free/reduced-priced meals: 53 %
    Total number students who qualify: 125

8. Students receiving special education services: <u>7</u> %

<u>16</u> 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>2</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>0</u> Developmentally Delayed	<u>3</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>6</u> Speech or Language Impairment
<u>2</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: <u>3</u>

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.	14
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
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   <u>17:1</u>

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%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

Our goal is to provide our students with the skills of a world language, Ohio Standards, and the cultural awareness to become highly competent and competitive members of the emerging global society.

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

Mansfield Spanish Immersion is an "open enrollment" school; we take students from the neighborhood, other schools within our district and students from surrounding districts. I say surrounding districts, but we have parents that live up to 40 minutes away and still enroll their children in our district and school. Initially, families look at our school because they value the opportunities that learning a second language offers. Then, it's the visit to our school that convinces them that we are the right choice. The families who visit our school for a tour see students focused on solving math problems, writing essays, testing their hypotheses in our science lab, creating ceramic art, working in teams in our code.org computer science lab, etc. Of course, they see much of the learning activities being conducted in Spanish, our target language.

We pride ourselves on having a diverse student population. Our school is 29 percent African-American, 9 percent Latino, and 56 percent White. We have student birth certificates from six different countries and on a school-family night,you may hear six or seven different languages spoken in the same room. Even though the economic demographics may make many of our students "at risk" for academic failure, our families and staff ensure that our students don't become just another negative statistic. Our school's dedication was evident from the very first kindergarten class.

We started with one group of 16 kindergarten students about 10 years ago, and we added a grade each year. This year, we have added a middle-school component to our program. We decided to add grades seven and eight for two reasons. First, we have studied research that shows that for some students, it's easier to make a successful transition to ninth grade in a new building than to seventh grade. Second, continuing our language immersion program into the middle school years better ensures more proficient second-language learners by keeping the continuity of the program.

Of course, our students are but one leg of the three-legged stool of success. Our parents take their child's success very seriously and realize the importance of family engagement in each child's success. By engagement, I dont just mean that parents come to family nights at school; the parental engagement at home is even more important. Overall, our parents recognize the importance of bringing their child to school everyday and on time. In addition, the parents make sure that homework and nightly reading is done, even if they don't always understand the langauge. Finally, the school, staff and district administration remains focused on creating a learning climate that adapts and differentiates instruction so every student has the best opportunity to be successful academiaclly, creatively, socially and athletically. We keep our focus on student success through great school-home communication, a respectful learning environment, and by cultivating student and teacher leaders.

Our school culture and climate help create the right environment for learning. Through our school spirit days, growth-mindset activities, family events and belief that we are not "just teaching math but Matthew."

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum at Mansfield Spanish Immersion (MSI) is comprehensive, balanced, and based on research. Teachers work collaboratively to review the efficacy of the curriculum and to develop additional instructional strategies to support students' learning needs. Rather than define our curriculum by a specific program or text, the staff uses a wide variety of strategies and resources to meet students' academic requirements. All of the strategies and resources are needed for our immersion model: we are a total, one-way immersion program in grades Kindergarten to Second; we are a 60/40 model from Third Grade to Eighth Grade. In other words, we teach science, math and social studies in Spanish after Second Grade. In fact, the only subject taught in English is language arts, and only after Second Grade.

We approach reading through a balanced literacy model, which provides students with direct instruction, guided practice and independent application. Classroom teachers are provided with significant professional development in Guided Reading. This model encompasses focused small group instruction through the use of leveled books. Students are engaged in partner reading, independent reading and interactive books read aloud. A minimum of 90 minutes per day is dedicated to literacy. Students practice reading strategies at home with books borrowed from the classroom.

We are dedicated to help children develop a love of reading. Several activities and events at MSI are designed to foster an appreciation of literature. Students enjoy learning about literature through visits with local authors and storytellers. In the past, retirees from a neighborhood church has visited our school to read with our ELL students.

We have a school librarian creating thematic book displays and guiding student in a library being remodeled with volunteer parent help. Students attend the library once a week and have liberal access at other times throughout the week. The collection includes a growing set of professional resources for staff.

Fountas and Pinnel's Balanced Literacy Collaborative framework guides our writing, reading and spelling/vocabulary instruction. Language Arts teachers have received professional development in implementing this model and receive continuing coaching from a trained coach. Students learn to write in a variety of genres, and have multiple opportunities to celebrate and share their work. Our spelling program is very differentiated, focusing on the specific skills and developmental needs of students.

Math is the only fully developed curriculum program that we use in our building. However, even though our math program is comprehensive, and chosen because it fits well with our state standards and philosophy of experiential learning, we have also adopted a five-step curricular process adapted from The Math Literacy Project that we refer to as Math Literacy. The goal is that every student is prepared to take Algebra ---a course that we consider the doorway to higher-level math that will lead to more college and career opportunities.

The science curriculum is being developed by a team of teachers within our building. We pride ourselves on offering science daily in grades 4-8, and through a variety of exploratory experiences, teachers help children discover the world around them by making predictions, gathering and interpreting data and recording observations.

Social studies provides the context for world cultural understanding important in our goal of guiding students to language and cultural proficiency. Our teachers provide authentic knowledge and cultural understanding to help students broaden their understanding of the world, and much of the curriculum has been developed by us. We use Integrated Performance Assessments (IPA) in social studies in order to incorporate Spanish proficiency lessons with content that refers to Hispanic culture, history and geography,when possible.

2. Other Curriculum Areas:

Art, music, and physical education are academic subjects at MSI and are an important part of educating the whole child. Our visual and performing arts program creates an environment to nurture innovative thinkers and provides a foundation for creative problem solving and critical thinking skills. The art program allows the children to exercise creative expression, explore multiple cultures and artistic traditions, and delve into a range of materials and techniques. We won a grant to create a Maker's Space, and are in the process of integrating our maker's space into our art curriculum. Our music program is experiential, sequential and culminates in a spring program.

In physical education, students engage in learning opportunities that foster their physical, emotional, intellectual, and social growth and development. Developing healthy living habits is vital to the success of our students. Our P.E. teacher and I went through state training in Archery with intent to apply for an equipment grant to use the National Archery in the Schools Program (NASP). We won the grant, and with some fundraising and donations, we are the only school in the county offering archery in P.E.

In computer science, we are teaching both digital literacy skills and computer coding. We initially just participated in Code.org's International Hour of Code, but after the students were so engaged with "block coding," we decided to expand our computer science instruction. Now, we use Google classroom, Keyboarding without Tears and Code.org's k-5 curriculum and their Middle School Computer Science Discovery.

We are working with a consultant from the Center for Applied Linguistics this May to develop a vertically aligned Spanish curriculum with clear language proficiency targets.

We believe that balanced classrooms are imperative for optimal learning opportunities. A significant effort is made to create classes that are equitable across gender, ability, personality, and specific learning needs.

3. Instructional Methods, Interventions, and Assessments:

Our intermediate-grades team is a great example of our instructional approaches, interventions, and assessments that we use to meet the diverse and individual needs of our students. Our teachers in grades 4 and 5 use an instructional framework that balances whole-class, small group, and individual learning activities. The common thread that runs through the framework is Differentiated Instruction Strategies that ensure that all of our students are engaged in the learning process by providing learning activities that match each of their needs. This framework guides instruction in math, science, social studies and language arts. A description of each of our major content areas reveals many overlapping principals.

In math, the school year begins with either reviewing routines or introducing new ones. Students are also given a benchmark assessment that is used in a few ways. One is to help create mini-learning communities of students who work on similar tasks based on either strengths or weaknesses revealed in the benchmark. These groups are fluid and further benchmarks or progress monitoring helps the math team decide when and how to rearrange the teams. Second, benchmark assessments are one piece of data to help determine both the need for tiered intervention or, in the case of a student identified as gifted in math, on whether she or he should be accelerated to the next grade in that area, have the curriculum compressed or modifying lessons to create a deeper grasp of concepts and standards while some students are given more time to demonstrate mastery. Peaking into a fifth-grade math classroom, the visitor would see some students in a flexible group with the teacher reviewing the concept of volume with cubs and dry erase boards. The visitor may glance around some more and see students working at an interactive projector with virtual manipulative. Other students may be working with an online instructor in pre-algebra. They would be working on laptops to stay within the classroom and get support from their classroom teacher in the target language, Spanish. We're a language-immersion school, and math is one of the content areas in which we integrate the target language.

Other students may be in the sixth-grade math classroom and the last of the class may be downstairs in the library actually measuring the volume of the room. The teacher is all the while using a variety of formative assessments to drive the next day's or even next hour's instruction. The teacher will take all the formative

and and short-cycle assessment data to the weekly "teacher-based team" as part of collaborative process to facilitate data instructions and instructional planning to positively impact the students directly.

Next, a visit to the English Language Arts (ELA) classes would see the adaption of The Balanced Literacy Collaborative Framework. At the beginning of the school year, students were given a reading benchmark to determine if students were still in need of guided reading or if they should start forming book clubs. This benchmark assessment is given throughout the year since students are not locked into guided reading groups the entire semester or year. The class is also given a developmental spelling assessment to determine their level of mastery of spelling rules and patterns. English spelling, while complex, is not a mystery and the goal of the spelling program is to grow strong readers and writers in part by teaching orthographic knowledge and vocabulary. If the visitor spends an extended time in the classroom, they would see a day made up of Word Study, Guided Reading Groups, Book Clubs, an interactive read-aloud and mini reading and writing workshops. The ELA teacher collects data and brings it to their teacher-based team in order to also positively impact the students' learning through data analysis, teacher collaboration and re-teaching. Finally, more data is collected to determine if the additional instructional methods helped lead to student mastery.

A visit to the science and social studies classrooms, our intermediate-grade classrooms are departmentalized, would reveal similar differentiated instructional practices, constant teacher feedback, formative assessments for both the teacher's and student's use, and data collecting to be analyzed in the teacher-based teams.

We pride ourselves on haven been recognized for having closed the achievement gap. We do that in part by always working with students, creating a climate that keeps students focused on their learning and encouraging family engagement both at school and at home.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Mansfield Spanish Immersion has been recognized by the Ohio Department of Education, the State Boards of Education of Ohio and local organizations as being a high-performing school. I used the analogy that our success is similar to a successful three-legged stool. Just as the stool won't successfully meet it's task of sustaining weight placed upon it if one of the legs is weaker than the others or broken, nor will our school be successful if one of our three components is underdeveloped or even "broken."
In our school's case, our three components are not wooden but quite dynamic: students focused on their own success, families involved in their child's success and staff dedicated to meeting students academic, social and emotional needs. The glue that binds and keeps the three components sturdy is our school climate and culture. We believe that we have a shared culture of commitment, pride, hard work, mutual support, trust, and the expectation and hope that with hard work and focus, our students will be successful and our mission fulfilled. Our culture extends beyond the school's walls and into the general school community. Our climate supports viewing our teachers as leaders in their classroom, the building and in our district.

While we work tirelessly to ensure that our students are academically successful, we know that academic success doesn't happen free from a student being socially and emotionally nurtured. Again, we're not teaching math but teaching Matthew. As a result, we encourage our students to take leadership positions in the school. For instance, we nurture their civic involvement in a group called "K Kids" sponsored by the Kiwanis. The goal of K Kids is to develop leadership skills in elementary students to help them succeed in early adolescence. In addition, students are surveyed periodically on their perspective on their school and invited to offer suggestions about extra-curricular activities, needed resources, etc.

We have programs to promote kindness and a growth mindset as well. Our behavior intervention program is predicated on understanding the antecedents of unproductive behavior rather than just dealing with the consequences. In other words, if we understand why a student responds in a way that interferes with her learning or the learning of a classmate, we can be more effective in preventing it or mitigating its impact.

For being a relatively small school, we pride ourselves on our wide range of extra-curricular activities. For example, we have had basketball teams compete in local leagues, Academic Challenge teams, Lego League robotic competitions, Mindcraft clubs, Art Club, and a garden club to name a few. We believe that both athletes and "mathletes" need to be nurtured and celebrated. Furthermore, each of these clubs and teams were made possible by parents and teachers volunteering to be sponsors and coaches. In addition, we have several events scattered throughout the year, such as a bilingual spelling bee, art festivals, literacy and math nights, along with family field trips to the local observatory.

With the support of the district administration and school board, the Mansfield Spanish Immersion staff is comprised of extremely motivated teachers who serve as leaders within the school district and throughout the community. Two MSI staff members serve on the District Leadership Team, while five others serve on Building Leadership Team. As stated, this leadership extends beyond the curriculum into a diverse offering of extracurricular programs, bringing cohesion between the academic school day and after school fine arts, academic, and athletic clubs. This leadership from within strengthens the culture and commitment of the entire learning community.

2. Engaging Families and Community:

We believe a collaborative school community, which employs best educational practices, involves parents, reaches out to the community, and relies on high quality leadership teams, forms successful students. Parents volunteer their time and talents to enrich student learning and the school community.

Our year begins with our Open House held a week before classes begin and led by teachers and staff, to inform parents of programs, supports, expectations and extra-curricular activities. Families are always

welcome at our school. Our open house night is more like a family reunion with a few minutes of informational workshops sprinkled in. We have several formal activities to help parents feel comfortable at school and empowered to help their children succeed. One example is our reading and math workshops for parents. We provide baby sitting and dinner or lunch for parents and engage them in workshops conducted by district math and literacy coaches. Parents become more familiar with state standards and the basic ways that they can help ensure their child's success. We always send the parents home with new books to read with and to their kiddos along with math manipulatives and other resources. Just recently, some issues surrounding social media compelled us to hold a parent workshop on social media awareness. We encouraged our families to check what sites their child visits, to more actively monitor the sites and activity. Some of our parents were overwhelmed by all the information and inability to keep up with the what sites are now the most popular. Nonetheless, the information was invaluable, and our staff is available to help in any way we're needed.

Our district has provided resources to have a "parent liaison," a parent hired to work s few hours a week as another bridge between school and home. Our liaison checks in with families, assists with family events and workshops, etc.

In addition to a family liaison, all of our staff and families are ambassadors in the community. We have partnered with community and business groups to help fund projects, provide volunteers to read with students and work on STEM projects. We have also sent our choir into the community to sing at nursing homes and district events.

We believe that strong customer service in our office, a welcoming climate and culture for families help develop our school community; engaged parents and community partners help ensure that MSI students continue along the path of success as lifelong learners through the 21st century.

3. **Professional Development:**

Professional development for is focused on providing opportunities to reflect on practice, improve instruction, and create a collaborative learning environment. The district provides multiple opportunities for professional development including five district wide professional development days, release days throughout the year focused on new district initiatives, paid summer workshops, and job-embedded training through the support of technology, literacy and math coaches.

Our Building Leadership Team (BLT), comprised of the building administrator and teachers, has a major role in the district-wide professional development, and uses summative student assessment data along with staff surveys to develop the following year's plan.

The BLT meets once a month and the needs assessment is administered at the end of each year to monitor progress towards the plan goals. Additionally, after each professional development opportunity, a feedback survey for the event is distributed. The most recent plan incorporates technology, common language and practice within content areas, purposeful collaboration, and student learning objective goals focused on ensuring continued high academic achievement. In addition to the annual plan, staff members have the opportunity to personalize their professional development through the use of off-campus workshops at our Educational Service Center, State Support Team, local universities or online campuses. Staff have also attended summer curriculum workshops, local, regional or national conferences and often meet with teacher-leader coaches.

Now that Ohio has adopted the Seal of Biliteracy, we will be working with a nationally-recognized language immersion expert in order to: 1) Develop a "backwards design" framework that articulates Spanish language and literacy targets by grade level with an eye towards meeting the demands of the OH Seal of Biliteracy assessments; 2) Develop an assessment plan that includes a systematic focus on pre-determined proficiency targets (informal teacher assessment using adapted tools, formal standardized measures targeting specific grade levels); 3)Introduce teachers to the Integrated Performance Assessment model and how it has been adapted for immersion programs to help teachers integrate language, literacy, and subject matter learning; and 4)Introduce teachers to a range of activity structures that are effective in

getting students to make greater use of their L2 during subject matter learning

The principal has participated in national workshops such as the Novice Principals of Immersion Schools training in Wilmington, Delaware, and has made it a point to attend any evening or weekend workshops that he has encouraged the school staff to attend.

4. School Leadership:

Leadership is a collaborative team effort between administration, staff, parents, students, and the community. While there is one official administrator, the team serves as educational leaders in the building by fostering a school culture that maximizes learning for all students through effective data-driven and collaborative decision making. Daily, leadership works collaboratively with teachers on enhancing teaching practice through a comprehensive supervision process.

The strength of the building's leadership climate is the belief that professionals working together in concert produce cumulative effects on student learning. Therefore, there are multiple avenues through which all staff can participate in decision making. The principal works with instructional coaches and teacher leaders to ensure that all staff, certified and non-certified, are current on best practices within in their field and that the enacted curriculum aligns to best practices. Grade level leaders facilitate weekly collaboration in the Teacher Based Teams and collect input for the building leadership team meetings.

Additionally, this year, every staff member serves on at least one building-level committee. These committees have been responsible for monitoring and fostering our climate and culture and to help organize fund raisers, assemblies, recycling efforts, family events, and community service projects that reflect the sense of community that makes Mansfield Spanish Immersion special.

The teacher based teams (TBT) use the Ohio 5-Step TBT Process offers a way of changing instructional practice and improving student learning that is organized and manageable. These five steps include protocols and techniques for structuring the conversations and overcoming resistance to collaboration through a culture of inquiry. Although a team may begin with limited data, the real objective is to engage teachers in tough conversations about how their teaching practices impact student learning. Classroom teachers, principals and district leaders take part in a five-stage process. The stages include: 1). Using data to identify areas of greatest need; 2). Developing a focused plan with a limited number of goals and strategies aimed at instructional practice and student performance; 3). Implementing and monitoring the plan; 4). Evaluating the effectiveness of the improvement process in changing instructional practice and student performance; and 5). make further corrections to instructional strategies, if needed. The process is cyclical. Teachers use student achievement data to evaluate classroom instruction and with the input from others, teachers improve what they do and how they do it.

Our Building Leadership Team (BLT) monitors the TBTs and provides feedback both to the team and reports to the District Leadership Team.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

"A goal without a plan is just a wish," said Antoine de Saint-Exupery. In other words, a teacher cannot just write a student learning objective without devoting the time, without school-wide and sometimes district-wide support, or without having carefully planned instructional activities and expect students to master a new skill. Setting goals, creating a path to that goal and checking for student understanding are intertwined and have been very influential in our school's success.

When a teacher sets a goal, or learning objective, they then must create a path on how to reach that goal. To elaborate, Marzano believes that teachers who set goals and check for understanding will be effective. Teachers should also give positive feedback for student progress. If students don't understand, a teacher should need to go back and re-teach certain concepts. He also suggests that teachers should help students interact with new information by chunking smaller sections and then checking for understanding, using media, making predictions, and responding in writing. The more engagement and ownership of the learning, the more students will retain.

The teacher identifies the goal of the lesson or unit and plots how to get there. What is the content to be taught? At what cognitive level? What will students be able to do by the end of the lesson that they could not do before? When we teach to the objective, every action we take will help us approach that target. The information we give, the questions we ask, the responses to students and the activities we design are all congruent with the objective and help our students be successful and master the concepts and skills.

We work collaboratively in our Teacher Based Teams to create learning activities, often in a backward design (based on our formative and summative assessments), clearly state the objective to students and provide many opportunities for students to receive feedback on their path toward mastery. Teachers also use this feedback to revise lessons as needed.