

U.S. Department of Education
2019 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Kelly Eagleton

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

Official School Name O'Malley Elementary School

(As it should appear in the official records)

School Mailing Address 11100 Rockridge Drive

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

Anchorage AK 99516-1884
City State Zip Code+4 (9 digits total)

County__

Telephone (907) 742-5800 Fax (907) 742-5822

Web site/URL https://www.asdk12.org/omalley E-mail eagleton_kelly@asdk12.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Deena Bishop
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bishop_deena@asdk12.org

District Name Anchorage School District Tel. (907) 742-4000

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Starr Marsett
(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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
 - 67 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 10 High schools
 - 5 K-12 schools

92 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	20	17	37
1	18	22	40
2	24	16	40
3	20	20	40
4	18	22	40
5	23	18	41
6	24	25	49
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	147	140	287

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 4 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 2 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 11 % 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 2017 – 2018 school year: 4%

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, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2017	304
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. English Language Learners (ELL) in the school: 3%
10 Total number ELL

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

Arabic, Mandarin

7. Students eligible for free/reduced-priced meals: 15%
 Total number students who qualify: 42

8. Students receiving special education services: 14 %
41 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>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>12</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</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: 4
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
Student support personnel e.g., school 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 22:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	94%	95%	95%	95%	95%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2018.

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.

We believe all children have passion and pride in their potential and accomplishments. We encourage positive character and responsibility. We respect uniqueness and celebrate diversity, while valuing cooperation and collaboration. We work to ensure the safe, social, and emotional wellbeing of those entrusted to our care.

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

O'Malley is a public elementary school serving students in grades K-6. We are the Malamutes and are tucked away on a hillside in Anchorage, Alaska. Built in 1967, we are one of 67 elementary schools in the Anchorage School District. We celebrated our 50th anniversary two years ago with a walk down memory lane. Many alumni, including former principals, teachers, students, parents and community members attended this event. The school and nearby road were named for Dr. James O'Malley, who practiced in the city of Anchorage for many years. The story is a construction worker was building the road that runs by the school. The worker needed an emergency appendectomy and couldn't pay for surgery. He offered to name the road after the doctor, and that sealed the deal! The doctor's family attended and spoke at our 50th Anniversary Celebration, reuniting with friends from the area.

We are a traditional single-family neighborhood school, with 287 students. There are 20 full-time certificated teachers, 9 classified staff, a full-time nurse, and 3 custodians. We have 16 itinerant staff members shared by several schools. We offer Common Core State Standard (CCSS) aligned curriculum, complete with remedial instruction, as well as enriched academic preparation, language arts, math, science and social studies. The arts offered at O'Malley include music, band and orchestra, as well as art instruction. Students learn about physical and health education, technology, and library sciences. We serve all students, ranging from those with intellectual and cognitive disabilities, to students needing enrichment, by providing special and gifted education. For students in need of occupational, physical, or speech therapy, in-house services are provided. Academic supports are also available for English Language Learners. In addition, we partner with nearby private schools to offer these services to their students.

Our teaching staff include National Board Certified teachers and those who have been nominated for The British Petroleum Teachers of Excellence. Staff have also been recognized by our local media as Teacher of the Week for Excellence in Education. Many staff members have advanced degrees. Frequently, those who teach at O'Malley, remain until retirement, adding depth and longevity to our community. We have dedicated professionals, who go the extra mile for students and the community. We have a leadership team guiding our school with scheduling, policies and procedures. This includes safety and creating smooth and seamless systems for our staff and students. We take safety seriously and practice frequently, so we are prepared for emergencies, to include our large 7.1 earthquake last November. Students and staff performed with practiced perfection, and all were safe from harm. Bravo! From time to time, our teachers offer and participate in credit classes to remain current and continue their education. We are continuously improving and learning, along with our students, by modeling and practicing what we preach.

We are a neighborhood of generational families who attended O'Malley, grew up, moved away and back (some into their childhood homes), and now have children attending O'Malley. We benefit from parent and community volunteers, who help out in many ways throughout our school year. Our PTA is very active providing fundraisers, including auctions, jog-a-thons and community fun runs to fund extra-curricular options and activities for all students. They sponsor book fairs, field trips, materials, assemblies and events, such as dances and author visits.

Our extra-curricular activities are abundant, offering something for everyone. This includes after-school sports, such as basketball, flag football, soccer, cross-country running, and track and field. We also offer Native Youth Olympics and ice skating in the winter on our outdoor hockey rink. After-School French Club, Makerspace and Chorus are highly popular, with attendance reaching a hundred or more.

We offer a Student Council for students, who run and campaign for office. Our school-wide Care Team (greeters, stage crew, office assistants, morning announcement disc jockeys...) are all staffed by students. Care Team students must apply, be interviewed and show interest and commitment. They participate and help out with our activities, such as assemblies, movie nights, and at recess with playground supervisors. At lunch time, students are serenaded in the cafeteria and outside at our picnic tables, with relaxing music. They view our beautiful Alaska murals, designed and created by our own art teacher, while enjoying lunch with friends and classmates. Students learn about recycling at lunch time as well. This led to our recycling team's winning the citywide elementary school recycling award in 2018.

We celebrate students and their achievements by recognizing them in quarterly award assemblies, as well as posting student work in the hallway, district offices and our local museum. Students are rewarded with quarterly bubblegum recess as one incentive to do the right thing. Birthdays for students and staff are celebrated with announcements and monthly cupcakes and treats!

This is a glimpse of “O’Malley Elementary, Where Inspiration Happens!”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The academic bar is high at O'Malley. We use CCSS to ensure all students are learning to their greatest potential. Staff teach the standards with reading curriculum designated by our district, "Cengage, National Geographic Reach for Reading." This program not only meets the CCSS but also the high teaching and learning expectations set by our school board.

Language Arts instruction occurs individually, in small and whole groups, and in "What I Need" (WIN) intervention groups. Lessons are differentiated based on student academic needs. Within the reading program, teachers use a district priority plan to ensure target reading skills are being taught and mastered by students. These plans focus on foundational skills, reading strategies, vocabulary instruction, and comprehension skills. We know not all students' particular learning needs are met by one curriculum. Throughout the years, staff and volunteers have collected an amazing amount of supplemental resources. One entire classroom is filled with shelves of literature sets to excite the imagination of our strong readers, and hundreds of sets of leveled books secure the foundations for our younger students. Subscribing to additional resources, such as Scholastic News, and websites like Read Theory, integrate technology and real world current events into our classrooms.

Assessments play an essential role in reading instruction at our school. Student learning is evaluated through statewide assessments, Measures of Academic Progress (MAP), AIMSweb and Developmental Reading Assessments (DRA). Frequent and ongoing assessments include letter name, letter sound, sound blending, clipboard checks and exit tickets, along with teacher-developed writing rubrics. The data collected drive instruction, determine levels of reading and writing skill mastery, as well as assist teachers to differentiate instruction. As an example, for "advanced-proficient" readers, teachers use enhanced learning activities to go beyond the scope and sequence of the reading program. Literature circles, reader's theatre, and novel studies challenge students to grow as readers. Through high expectations, and using instructional techniques and materials meeting students' needs, accelerated growth is possible. Students falling "below proficient" are targeted for interventions for sound-blending, sight-word development, fluency, phonemic awareness and/or comprehension.

1b. Mathematics:

O'Malley's core math curriculum is Go Math, which is aligned with CCSS. Learning standards are addressed by tiered and differentiated instruction. Our small group instruction ensures understanding of math concepts. Placement in groups is based on summative and formative assessment, standardized testing, classroom performance and teacher observations.

Problem-based learning is addressed during instruction, through problem-solving components and explicit instruction, in each lesson's organization. Whole group instruction includes modeling the introduction of concepts. Students and teachers work together, allowing teachers to check for understanding before allowing students to independently practice skills.

Technology-based support is evident in each lesson, as teachers are able to access websites and digital supports, projecting lessons using classroom technology. O'Malley also uses Mathwhizz.com as a support. We supplement math skill development based on assessment data, including MAP, Performance Evaluation for Alaska Schools (PEAKs), and AIMSweb.

Frequent and ongoing data and grade-level meetings allow teachers to be cognizant of student achievement. Data is used to analyze and improve student growth in several ways. For example, student needs are examined, and teachers place students in learning groups, based on these needs. This data is also used to assign students to intervention groups, which are fluid, allowing students to move in and out as needed,

based on growth or regression. Comparing test scores shows teachers what instructional strategies are working, as well as which strategies need further development. Teachers provide interventions and enrichment for students who need more. Our 6th grade students can test into pre-algebra and algebra with an online connection to our middle schools. This allows them to continually advance their learning.

1c. Science:

O'Malley utilizes a science curriculum tied to both Next Generation and Alaska State Science Standards. It was created with the input of teachers and is updated to mesh with new curriculum in other subjects, when applicable. Each lesson is designed with performance standards, as well as standards addressed in other curricular subjects, in mind. The standards are listed in the lesson format and evident in lesson structure. The semester-length units focus on scientific inquiry and engineering design and are written to be applicable to Alaska. This enhances learning for students by creating opportunities to explore the environment and interactions in a natural local setting.

Grade level content builds through the elementary grades. An Alaskan theme begins in kindergarten with patterns in weather and plants through the seasons. It continues with Alaskan animals in first grade, earth systems and land changes in second, observing and analyzing seasonal variations in third, and watersheds in fourth. Volcanoes, earthquakes, and the dynamic earth are taught in fifth grade and ecosystems in sixth grade.

O'Malley teachers are highly qualified and motivated to ensure instructional methods are varied and present challenges to all students. Teacher and student led discussion, experimentation, engineering and building, illustration, and written responses all play large roles in each unit of study. Many of the lessons in each unit are inquiry-based and involve problem solving in a variety of group formats, allowing teachers to observe and question students about the content of the lesson as the investigation takes place. Students record their observations in notebook format. Each unit has a pre-and post-assessment, complete with teacher rubric, to gauge knowledge and acquired skills.

1d. Social studies/history/civic learning and engagement

Social Studies runs the gamut from learning about ourselves and the world around us to ancient civilizations and United States history. Younger students connect with the items and concepts they encounter in their daily lives. Comparing and contrasting here with far away, and now with long ago, introduce geographic and historical dimensions. Core themes include justice, responsibility, diversity, conflict/cooperation, property, place, human/environment relationships, location, participation, authority, and freedom. The program is tied closely to literature and language arts.

Students continue learning about the Municipality of Anchorage, past and present. This study features the cultural diversity of Anchorage. Geography and history serve as the core of the program, with an emphasis on corresponding skills and themes. Students interpret and create maps and timelines. The history and cultures of the first Alaskans, and how Alaska's history has changed, are both studied. Students examine the history of the economy, government, natural resources, people, and other elements important to understanding Alaska's story.

Intermediate learning builds upon geographic knowledge and skills, as a basis for study of the Americas and beyond. Ancient civilizations and indigenous peoples of the Americas are introduced through geography, historiography, economics, government, civics, and the humanities. Multiple perspectives of "exploration and encounters" lead to further study of U.S. history in 5th and 6th grades. This provides a foundation for student examination of Colonization and Settlements. The national standards, American National Center for History Standards (NCHS), provide the study of history through the Civil and World Wars. Students explore complex economic concepts, enriching their studies of history and understanding of their own lives. A thematic approach, including immigration, migration, human rights, conflict, and cooperation, provides knowledge of history. The various lenses of historiography, civics, geography, economics, government, civics, and the humanities continue to be explored as students progress.

Assessment of student learning involves integrated projects, showcased at our "Night at the Museum." Examples include: Wax museum characters who come to life and tell their stories, ancient civilization artifacts related to passion projects, and a "Tiny Town" representing turn-of-the-century Anchorage. Unit evaluations and teacher-created rubrics, with timelines, guide assessment criteria. This data is used to guide future instruction and activities.

1e. For secondary schools:

1f. For schools that offer preschool for three- and four-year old students:

2. Other Curriculum Areas:

O'Malley is fortunate to have a strong music and visual arts curriculum for all K-6 students. Both fields connect to regular classroom studies, from math and science, to reading and social studies. In music class, students learn about history and composers, music of America and other parts of the world, how to read notes and rhythms, playing musical instruments and performing dance. Students may join chorus and perform around the community, strengthening singing skills. Sixth graders may also join band or orchestra and learn to play an instrument, which they may choose to continue in middle and high school.

We have an amazing visual arts program, with a vast spectrum of high-quality curriculum guidelines, which supports classroom teachers. The variety of mediums (Paper-Mache, clay, watercolor, etc.) incorporated help each child refine his or her art skills and introduce new ideas, methods, techniques, and materials. Students find connections, which enhance their awareness of self and promote self-confidence. Our goals are teaching students to creatively work through mistakes, as well as instilling good work ethic and perseverance, which transfer to many aspects of learning and daily life.

O'Malley Physical Education is about teaching students motor skills and movement patterns to help them perform many different physical activities throughout their lifetimes. Students learn responsible personal and social behavior, in order to respect themselves and others. Alaska Physical Education Standards guide instruction, and progression of skills build upon past learning experiences. Activities include basketball, volleyball, gymnastics, dance, hockey and cooperative learning games.

Students are expected to demonstrate competency in motor and movement skills. They apply movement concepts while performing physical activities. They also learn to value and regularly participate in physical activity for health, enjoyment, self-expression, and social interaction. Students at O'Malley are also taught fitness concepts and participate in fitness activities, to achieve and maintain an age appropriate level of personal fitness during their lifetimes.

The O'Malley Health Education program is about teaching students appropriate choices and life skills needed to live long, positive, and prosperous lives. Our health specialist focuses on essential social-emotional skills, such as compassion, empathy, integrity, composure, assertiveness and communication. Personal safety is a significant focus, which includes skills and strategies for dealing with sexual abuse, drugs, alcohol, and peer pressure. They also learn about healthy lifestyles, including diet and exercise.

In the fall of 2019, O'Malley will initiate a French Immersion Program for 50 kindergarten students in the district. This is a lottery program for families, who wish to immerse their children in the French language and culture. This program follows the footsteps of eight other successful immersion programs in our district. It has been in the development stages for several years, earning approval last January, by our school board. It will grow by one classroom and grade level each year, until reaching sixth grade in 2025. Students may continue immersion in middle and high school with the opportunity to earn a Seal of Bi-literacy upon graduation.

At O'Malley, we pride ourselves in providing a beautiful and tranquil library media center with the most popular and up-to-date fiction and nonfiction titles. The physical setting includes cheerful colors, an organized and open layout, live plants, fun artwork and decor, as well as a comfortable reading room with special lighting. Students and staff inspire the collection development through their interests and classroom topics. Resources connected to our science, social studies, language arts, digital literacy, social-emotional, music, art, health, and physical education curricula are all readily available. The teacher-librarian also plans and teaches weekly lessons, following prescribed academic plans, and American Association of School Librarians Learner Standards. Other special activities supported by the library media center include the annual "@ your library" bookmark contest, three book fairs, yearly recreational reading programs, Battle of the Books, individualized home-reading kits, library care team, community service, and academic interventions. Inquiry and love of reading are the name of the game at the O'Malley library!

3. Special Populations:

The special education resource program at O'Malley includes a variety of teaching strategies and curricular options for students identified for services by an Individual Educational Program (IEP) team. The identification and eligibility of students are determined by a comprehensive assessment, that may include academic, cognitive and behavioral measures, to pinpoint specific needs. Inclusion, as well as pull-out model opportunities, are available, based on individual student needs.

Resource teams support students needing specially designed instruction, including accommodations and modifications, to access the general education curriculum. Students are placed in general education classrooms and may receive support in a special education resource classroom for part of the day. Students are supported by trained teacher assistants, and classroom and special education teachers.

Resource teams provide intervention, supplements and/or replacement curriculum, as deemed necessary by the IEP team. The special education team at O'Malley works closely with students' families. A strong school to home connection is vital to student success. Students are routinely assessed and exited from the program as they show growth and no longer need specialized services. They may have continued support through a 504 program, if classroom support is still needed. This support is delivered by classroom teachers, as long as necessary. All students who need extra support, specialized or not, receive individual attention through our Multi-Tiered System of Support (MTSS) and our Student Support Team (SST).

We have a very small English Language Learner population (10 students currently) who receive services through our Academic English Learner staff. Students are included in our general education classrooms and supported with vocabulary development and background building strategies to aid in their learning of English and curriculum content.

Our gifted program, called IGNITE, is an enrichment based pull-out program for gifted learners who meet eligibility criteria under the Anchorage School District's Plan of Service for Gifted Students. The program is available to students in grades 2-6, offering enrichment opportunities incorporating universal themes with classroom learning, in alignment with the CCSS and goals. IGNITE students are in their regular classrooms for core instruction and attend weekly IGNITE classes with a certified gifted education teacher. The program strives to be flexible and visionary in its focus to meet the needs of identified students. We realize by raising the academic levels in the schools, all students benefit.

O'Malley Elementary currently has 52 certified gifted students. The criteria to qualify include two ability scores at or above the 96th percentile. Ability tests evaluate a student's verbal, quantitative, and non-verbal abilities. Ability tests utilized to qualify for IGNITE include the following: CogAt, InView, and/or KBIT. Students also need to perform at or above the 96th percentile in either broad reading or broad math. Tests used to measure achievement include: WIAT-III and the MAP. Gifted students at O'Malley require additional depth and complexity, and benefit from gifted enrichment services through this program.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

O'Malley is a positive, engaging community of learners. From the first day of Kindergarten, with our "Tears and Cheers" celebration, to the "Moving On Ceremony" for 6th grade, our climate is caring and inclusive. The dedication of our teaching staff creates a climate of educational excellence, both academically and socially. Students feel supported and are eager to be engaged. They are self-motivated to do their best academic work and be admirable citizens.

Students are greeted by name in the hallway and at the classroom door, each morning, with smiles and high-fives. The start of each day is a busy, cheerful mingling of friends, before joining in the schoolwide announcements, conducted by students on the Care Team and a group of guest students. This daily connection as a school community sets the tone for a positive day.

O'Malley values and promotes social competency, as well as emotional growth and stability. In addition to frequent "teachable moments" each day, we use three programs to explicitly teach these skills:

Connected and Respected is a nationally recognized Resolving Conflict Creatively Program, centering on conflict resolution and social and emotional learning. Using the themes of making connections, emotional literacy, caring and effective communication, and cultural competence, we teach social responsibility, conflict management and responsible decision-making. These explicit lessons teach crucial skills students need to become competent citizens. O'Malley is an environment where these skills are expected.

Kelso's Choices is a conflict resolution curriculum taught throughout the school. This provides common language and a continuum of responses to conflict. Teaching students how to resolve issues on their own helps them become more independent.

CHAMPS is a schoolwide system for teaching expected behavior for success. Skills of self-control and self-management are explicitly taught and consistently expected, so students learn self-regulating strategies. This creates a stable and positive environment supporting academic, as well as social and emotional, well-being for everyone.

O'Malley employs teachers with years of professional experience. Veteran, as well as novice, teachers pour their time, expertise, affection and enthusiasm into creating the best possible learning environments for our youth. Teachers collaborate in our school and around the district. We value the expertise and commitment of colleagues and encourage one another. Our principal is remarkably involved, having an open-door policy and making time to connect with all staff, for the benefit our school. Families are appreciative and supportive, volunteering as classroom helpers, tutors, chaperones for field trips, and with special projects or events. Our school encompasses a welcoming, bustling and busy learning culture.

2. Engaging Families and Community:

O'Malley is built on nurturing staff and families, who are connected with our school community through PTA, school activities and events. Families and visitors are greeted by name, with a smile. They routinely volunteer in classrooms and events, and attend concerts, sporting events, and plays. Families are informed during parent/teacher conferences, and through email and phone conversations, about student achievements and challenges.

We connect with business partners, such as our local zoo, hosting events and utilizing guest speakers. We work with local branches of Junior Achievement to learn the economics of our city through guest teachers and activities. Our older students learn water safety through a community "Kids Don't Float" Program, critical for Alaskans, due to the abundance of water in our natural environment.

We offer quarterly assemblies for families to see students receive awards for academic and creative

excellence. Student artwork and projects are displayed for all to see, as they walk the hallways. We send out yearly Climate and Connected Surveys for families to communicate their views of how we are doing and to learn how we can improve our service to them.

Monthly newsletters from the front office, as well as weekly teacher communication, keep families up to date about classroom happenings, activities and studies, and grades and progress. O'Malley has a school website connected to our district website. Our PTA circulates a newsletter, posts a Facebook page, as well as a volunteer site, to keep families connected and involved.

We maintain communication, advertising events, activities and happenings, on our physical signboard in front of the school. We routinely convey messages through an online service, alerting families through cell phone text messages, emails and the school district app. This informs them of weather concerns (snow, ice), closures or emergencies, and timely events and activities. O'Malley families are connected with all the latest technology.

3. Professional Development:

O'Malley's approach to professional development is based on current research. School staff share new information from trainings and classes with colleagues and administrators to support implementation of best practices throughout our school. Collaborating and sharing our strengths, as professionals, provides all students with the best education and prepares them for the future.

O'Malley teachers take advantage of professional development opportunities offered by the district and local universities. These include, but are not limited to, technology, social emotional learning, social studies, science, and behavior management. An example of a class taken this year by many staff members was CHAMPS, a proactive & positive approach to classroom management. Staff members created projects to best fit their classroom needs in supporting academic standards for Social Emotional learning.

Along with teachers' individually seeking ongoing professional development, our main focus of teacher education is supporting classroom teachers as they implement a new reading curriculum. Teachers receive ongoing professional development from our building Instructional Coach. The Instructional Coach receives professional development throughout the year from district officials in a Train the Trainer model. She then prepares valuable trainings, grade level meetings, and individual teacher collaboration focused on research-based Templates for Effective Instruction. This instruction includes: Foundational skills, resources for teaching reading strategies, vocabulary instruction, and comprehension skills. Additional support for teachers is provided through district priority plans. These plans are designed to assist teachers as they navigate our reading program. The reading curriculum, regular professional development and priority plans not only meet the CCSS, Alaska Standards, but also the arduous learning and teaching expectations set by our district.

Staff at O'Malley are committed to instructing and supporting students to ensure academic and social success in school and life. Professional development and ongoing support are key components to educate staff and successfully prepare for classroom teaching.

4. School Leadership:

The leadership philosophy of O'Malley is built on shared leadership, trust, collaboration, humor, professionalism and kindness. The principal's goal is to support and trust the talents and ideas of the collective staff, students, and families. We all work to ensure district goals, initiatives and requirements are met with fidelity. Shared leadership is prevalent, as students and staff all take ownership in our school. Pre-established teachers step in when the principal is unavailable, and all staff members step up when necessary -- the building practically runs itself! Having a caring relationship with all stakeholders is essential, so academic, social and emotional needs are met for students and staff alike. O'Malley, with its small-town family atmosphere, is a healthy and happy place to be. This environment was created by building trust and demonstrating commitment to our school community.

The principal believes follow-through is important. If concerns arise, assistance is sought to help, so voices are heard and situations are respectfully and collaboratively resolved. O'Malley's reputation of delivering a high-standard education, makes it a sought-after placement in the district. We hire highly qualified staff to ensure top-notch levels of engagement and commitment to our community.

The overall feeling is warm and caring when entering O'Malley. It is a positive atmosphere where all are welcomed. The Student Care team was initiated to involve students in the running and "care" of our school. All schools in the district are open for visitors to tour, and O'Malley routinely has 50 or more visitors each year. On tours, Student Council students lead the way, as the principal follows along and fills in with information, as needed. Students wear O'Malley blue and green colored vests when on duty. The principal refers to this as "Kid Power!"

Activities, issues, concerns, and events are routinely discussed, debated and decided amongst all staff during pre-determined staff meetings. Our leadership team, called "Foundations," is comprised of rotating certificated and classified staff members. All major decisions are discussed, and agreed upon, by the team after a full discussion. Foundations pre-works the details but final drafts are approved by the staff. All voices are heard, opinions considered, and decisions made for the benefit of everyone. The leadership of our school is built on trust, collaboration, love of children, and building a positive place for students to learn and thrive. Our motto is, "We Do That Here!"

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our most powerful strategy for academic success is the community we create by building opportunities for everyone, adults and students alike, to share their skills and talents. Generations of families have attended, and continue to be active, in our school community. Staff members come to O'Malley and stay for the remainder of their careers. This creates a place of stability, built and fostered throughout our school, by supportive communication and collaboration.

This strategy for success has led to teams of students' taking responsibility for many components of the school day. We have an award-winning PTA (2018 PTA of the Year!), which sponsors after-school, evening and weekend events, such as dances, skating night, and a fabulous end of the year community-wide Fun-Run. Volunteers are not only parents, but grandparents, aunts, uncles, and other loving adults who want to support the well-being and excellent education of youth. Buddy Classes, connecting intermediate and primary students, collaborate on reading and other activities, building a relationship with "buddies" in the school.

Collaboration of teachers, within and across grade levels, and frequent schoolwide efforts, increase our academic excellence. For example, during a schoolwide effort to banish boring words, our halls were covered with fancy displays of synonyms, antonyms, alliterations, onomatopoeias, and so much more! Teachers write weekly newsletters and send frequent emails updating families of current curriculum and events. Teachers use apps, such as Dojo, Bloomz, and Remind, to send photos and updates to families.

We are a stable community, accepting and transcending our differences, regardless of diversity of backgrounds (social, spiritual, educational, ethnic, economic, political, etc.). This enables us to communicate effectively and openly, and to work together toward our goals of academic and social/emotional well-being of all. O'Malley created a community of learning to live in terms of an interconnected "we," more than an isolated "I". It involves our leadership's clearly communicating and constantly making choices, reinforcing a sense of belonging and interdependence. We do whatever it takes to make sure each school community member feels cared for and successful. We start our day with the O'Malley School Pledge - "We are O'Malley Elementary School: Where Inspiration Happens!"