

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. Jennifer Greene

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

Official School Name Mohawk Trails Elementary School

(As it should appear in the official records)

School Mailing Address 4242 East 126th Street

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

Carmel IN 46033-2499
City State Zip Code+4 (9 digits total)

County Hamilton County

Telephone (317) 844-1158

Fax (317) 571-4034

Web site/URL https://www.ccs.k12.in.us/mte

E-mail jgreene1@ccs.k12.in.us

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. Michael Beresford

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail mberesfo@ccs.k12.in.us

District Name Carmel Clay School District Tel. (317) 844-9961

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Michael Kerschner

(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):
- 11 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 15 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	52	53	105
1	54	37	91
2	51	50	101
3	44	33	77
4	57	50	107
5	52	42	94
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	310	265	575

*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):
- 0 % American Indian or Alaska Native
 - 4 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 4 % 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: 11%

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	35
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	31
(3) Total of all transferred students [sum of rows (1) and (2)]	66
(4) Total number of students in the school as of October 1, 2017	575
(5) Total transferred students in row (3) divided by total students in row (4)	0.11
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 1%
4 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Russian, India/Middle East, Arabic, Spanish

7. Students eligible for free/reduced-priced meals: 8%
Total number students who qualify: 47

8. Students receiving special education services: 14 %
78 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>8</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>13</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>36</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>3</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: 1
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	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	23
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	17
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 25:1

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	97%	97%	97%	98%	98%
High school graduation rate	97%	98%	97%	97%	97%

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.

It is the mission of the Mohawk Trails Community to teach all students to be: lifelong learners, collaborative problem-solvers, independent thinkers, logical as well as innovative users of information, and effective communicators through writing, reading, and speaking.

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

Mohawk Trails has been serving the community since 1972. It is one of eleven elementary schools in the Carmel Clay School District. Carmel, Indiana is a suburb situated north of Indianapolis in Hamilton County. Mohawk Trails is the neighborhood school for 575 students in grades K-5. Our students represent a large range of academic skills and we provide a continuum of supports through special education and high ability programming. Special area classes including art, music, physical education, computer lab, and media are offered to all students in kindergarten through fifth grade. Mohawk Trails also houses a Functional Academics Program that specifically serves students with cognitive disabilities and adaptive skill deficits. A highly trained teacher collaborates with general education and special education staff to coordinate therapeutic services, plan for inclusion opportunities, and engage a diverse group of students in targeted, rich learning experiences.

The Mohawk Trails school community is highly involved. Our Parent Teacher Organization partners with the school to provide community building and financial opportunities for students and staff. The PTO organizes ongoing staff appreciation events as well as grade level grants to fund instructional resources. This organization also hosts and funds student clubs and family nights throughout the year.

At MTE we strive daily to support the academic and social/emotional needs of all of our students. To meet the academic needs of students, teachers utilize research-based curriculums and differentiated workshop models in each content area. Students are given opportunities to collaborate with peers and teachers, leverage technology and digital resources, and engage in meaningful learning experiences. Students also have access to a MakerSpace, where they are challenged to create, build, be innovative, and participate in problem-based learning. Teachers participate in regular professional development and work alongside Special Education staff, an instructional coach, and a reading intervention specialist to improve their practices and be most responsive to students. Professional development is provided through district workshops and conferences, national conferences, in-house PD, and teacher-to-teacher observation.

To meet the social/emotional needs of our students and staff, our teachers partner with our Student Services Coordinator, a licensed MSW, school administration, school community resources, and outside agencies to provide instruction, interventions, and wrap-around services. Multi-tiered instructional opportunities focus on emotional identification and regulation, social skill development, trauma-informed care, and more as identified. Classroom teachers plan community-building time to develop and nurture a classroom family environment and grade levels are paired together to encourage connections throughout the school. Interventions include sensory breaks, mindfulness activities, peer mentorships, and skill-building groups. Wrap-around services connect our families with district and outside resources to meet their comprehensive needs.

Students at Mohawk Trails are also encouraged to participate in various leadership and extra-curricular activities including music, art, philanthropy, student leadership, coding and computer sciences, and sports. These are sponsored and strongly supported by parents, our PTO, and teachers.

The Mohawk Trails mascot is the Turtle and is based on the Legend of Anowara, an old Native American legend that tells of the Mohawks, a tribe of Indian farmers who joined their many talents together to create a harmonious nation. According to the legend, the tribe adopted the great, wise turtle as their symbol. The stories handed down by the Mohawk Indians tell that "Anowara" the turtle carried on her back the seeds of the three sisters - corn, beans, and squash. She dropped the seeds along her path as she traveled over the earth. Harvesting these crops created unity among the Mohawk people and provided enough food for the long winter.

When Mohawk Trails went through major renovations in 1997, the turtle was chosen as the new school mascot. Research about the Mohawk Indians led us to the legend of "Anowara." The traits demonstrated by the turtle, and her importance in tribal culture reflect the position we hope Mohawk Trails Elementary holds in the lives of our students and families. We can plant the "seeds" of knowledge, but it takes the community working together to nurture academic growth.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Reading: Our teachers offer a research-based, balanced literacy curriculum to ensure that students reach their highest standards in reading, writing, and speaking that are essential to their success in an information-rich world. Using a wide variety of genres and topics, students learn to comprehend, analyze, and evaluate text, and communicate effectively.

The district expectation of 150 minutes of daily literacy is implemented with fidelity at Mohawk Trails Elementary. This time is protected from interruption to maximize student learning. During this literacy block, teachers differentiate literacy instruction by using whole group reading, small guided reading groups, student-teacher conferences, peer cooperative learning, phonemic awareness and pre-reading skills.

Our reading program includes a collection of books for students to learn skills and strategies. Students apply these skills and strategies using the leveled libraries which provide suitable books for all levels of readers and through structured and flexible grouping materials provided to all classrooms. Thinking maps and strategic reading activities provide our students with opportunities to develop reading skills. Scaffolding strategies are used to check for understanding and identify any need for modified instruction. Direct instruction and interactive activities for vocabulary (content and academic) support the curriculum's vocabulary. Clearly identified objectives and tested skills inform instruction.

Mohawk Trails utilizes a writing curriculum that is best described as a framework with explicit instruction, and ample time to practice. We pursue curriculum in which young people want to invest and find it works best when students are allowed to choose their own topics to write about during writing time. We teach students to develop and refine strategies for writing across curriculum, including opinion/argument, informational, and narrative writing. Complexity in writing increases as the teacher coaches the student through exposure of exemplar texts, modeling, and conferring. This curriculum naturally lends itself to differentiation as the student/teacher conferences pinpoint areas of development, for which the teacher scaffolds the lessons to fit that child's area of need.

In reading, teachers assess student reading fluency and levels by utilizing conferring and running records. NWEA taken at the beginning and the middle of the year gives our teachers a big picture view as a grade level and they collaborate to drill down to needed skills in groups and in individual students.

In writing, our teachers assess students using rubrics and work collaboratively to look for grade level, classroom, and individual student needs. Teachers utilize formative and summative assessments to drive instruction.

1b. Mathematics:

Mohawk Trails math instruction is a 75 minute block of time dedicated to ensuring students master key concepts as outlined in the Indiana Academic Standards. The math curriculum is designed to continually revisit concepts, and to spiral back, which makes the relationship of a strong mathematics foundation evident in a child's success in the subject. The repeated exposure of the topic gives way to an increase in conceptual understanding, thus strengthening the depth of knowledge. A workshop model is implemented to support collaborative work, and to provide a format for teachers to meet with small groups, hitting topics/content where students need differentiated support. Collaborative learning occurs in math, as it does in all subjects, to increase a child's confidence in defending their reasoning, and enforce the skills they are learning in both whole group and small group settings. To support the development of this foundation and ensure that every child has the opportunity to succeed in math, we also provide math intervention.

In math, teachers utilize formative assessments including frequent checks for understanding as well as exit

slips throughout the math unit. Teachers also use a standardized test called NWEA which is taken at the beginning and middle of the year. The data pulled from this assessment is used to drill into grade level, classroom, and individual areas of need and areas of strength. This allows the teachers to better meet the needs of students at every level.

1c. Science:

Mohawk Trails students explore scientific concepts and learn to solve complex problems as they participate in scientific inquiry in all grades. A rigorous curriculum, research-based strategies, and an inquiry approach to instruction prepare students to use scientific habits of mind to solve problems in their everyday lives as well as to tackle society's most complex issues. Through these high quality, hands-on experiences, students acquire a rich knowledge of science and develop an appreciation for its relevance and significance to their lives beyond the classroom. Teachers utilize qualitative and quantitative data from student work using rubrics and common assessments to drive the instruction in science.

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

Carmel Clay School's goal for all levels of learners is to provide a balanced social studies education that fosters social understanding and that influences students to become effective citizens in our multicultural and interdependent world. To achieve this goal, we provide social studies instruction through historical and current contexts. The Indiana Academic Standards serve as a guide for our social studies curriculum, with a focus on history, civics and government, geography, and economics. Online textbooks and interactive tutorials provide hands-on learning experiences which produce lessons that are engaging. Teachers utilize qualitative and quantitative data from student work using rubrics and common assessments to drive the instruction in social studies.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Media, art, music, physical education, and computer/technology are Mohawk Trails Elementary's special area classes. Students in kindergarten through fifth grade rotate through our specials programming every day of the week for a 50 minute class. All special area teachers collaborate with classroom teachers to support classroom initiatives, as well as following a curriculum pursuant to the Indiana Academic Standards.

Media:

The library media program strives to create and support an environment in which all learners become effective users of ideas and information to achieve the standards set by the state of Indiana and Carmel Clay schools. The goals of the library media program are to cultivate a love of learning, provide a broad range of quality resources to support the curriculum and to support recreational reading interests, teach students to become effective and ethical users of print and electronic information, and to encourage students to become lifelong readers. Students come to a weekly class in the media center where the lessons are tied to classroom instruction. Maker space is a part of our media program as it supports STEM learning and a high level of student creativity.

Art:

Students are exposed to hands-on learning experiences that address the National and Indiana State arts standards and allow opportunities to work in different mediums. Additionally, students have many opportunities to share artwork with the community. Examples include artwork displayed at the district office as well as the Smallest Art Gallery in downtown Carmel. Our art teacher highlights various artists

throughout the year, so students can learn from their specific style. Through descriptive feedback, students can refine and hone their art skills. Outside of class, our art teacher provides opportunity by offering an after school art club to our students.

Music:

Music is a weekly class provided to all students. It is an interactive experience that allows students the opportunity to work with both vocal and instrumental expression. Students at each grade level have yearly performances through music. Our music teacher provides multiple after school clubs for students to participate in vocal as well as instrumental music.

Physical Education:

The goal of the physical education curriculum at Mohawk Trails Elementary is to develop individuals who are proficient at movement and who can use physical activity to maintain and develop fitness, develop skills for sports and recreation, use movement in various ways, and to promote lifelong physical activity. Students are encouraged to set and meet their own fitness goals as part of their fitness program. Our physical education teacher works to engage students and their families through programs that encourage wellness in and out of the classroom including walk or bike to school days. The physical education teacher provides periodic physical activity breaks throughout the day for students who need it.

Technology:

Technology as a special area class takes place in the computer lab, where the computer teacher works closely with classroom teachers and administration to devise a curriculum that reflects the ever growing need of increasing use and understanding of technology. The variety of devices provided by the district encourages teachers and students to choose the device that best suits the task at hand. In addition to the mobile carts of these devices, Mohawk Trails has mobile labs available for small or large group use as needed. Additional uses of technology include Canvas, an online learning management system to help teachers, students and parents work collaboratively in a shared technology environment. Mohawk Trails also has a student-run "MTE-TV Studio" where live televised morning announcements are broadcast for the school. Fifth grade students run the news studio as anchors, technicians, producers, and script writers.

3. Special Populations:

Mohawk Trails ensures that our students have access to rigorous, grade-level curriculum and highly effective, scientifically based initial instruction. A rigorous standards-based curriculum, research-based instructional strategies, and a comprehensive assessment system comprise the foundation for excellence in teaching and learning. To ensure high quality instructional programming, all Carmel Clay schools engage in an extensive program evaluation process to assess the effectiveness of these components as well as their alignment and articulation across all grade levels. Ensuring that each and every student achieves his/her potential requires a comprehensive assessment system that identifies individual student needs and provides valid and reliable data for curricular planning. Our balanced assessment system includes both standardized and locally developed measures that offer summative and formative feedback to all stakeholders: students, parents, staff, and community. Together, these assessments provide the basis for data-driven decision-making for both systematic program design and instructional planning for individual students. Multiple delivery systems are also utilized to provide challenging and rigorous experiences to high ability students whose academic needs require differentiated instruction within or beyond the general education classroom. To meet these diverse needs, we have High Ability classes in 2nd through 5th grades. We also have high math classes for students who are performing above their grade level to qualifying kindergarten through fifth graders. In all classrooms a workshop model is implemented where teachers' guided reading groups are highly flexible and driven through frequent formal and informal gathering of data. NWEA data and learning continuums are used to inform instruction as it relates class placement, as well as guided learning groups mentioned above.

To ensure all students strive toward high expectations for learning, a variety of research-based interventions that target specific learning deficits are systematically employed in a three-tiered Response to Intervention model. Mohawk Trails Elementary has a Building Based Team (BBT) which meets every 4 weeks in response to students who are needing Tier 2 and Tier 3 intervention with both academics and behavior. We

provide reading intervention in small group settings focusing on comprehension, fluency, and vocabulary. A math intervention has been adopted which is used in addition to the math curriculum that we currently support in CCS. This math intervention is a skill-based, multi-sensory program that helps to produce confident problem solvers who enjoy the study of math. Students learn math concepts, ideas, and applications, and the facts, rules and formulas that support them. For behavior, the team works together with the classroom teacher to support the student with needed intervention.

To add to the diversity of our student population, Mohawk Trails Elementary is one of three schools in CCS which houses a Functional Academics Program. Students served by this program have a myriad of cognitive and developmental needs. Student programming is personalized to help the students meet academic standards at their level. This group of students participate in adaptive skill development throughout their day. An example of this would be our program's weekly Coffee Cart. Student prepare and serve coffee and snacks to the staff. This provides a hands on opportunity to apply math and social skills.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Mohawk Trails Elementary, we ensure that we are meeting the needs of all students socially, emotionally, and academically by being responsive to their needs in a variety of ways. Our rigorous curriculum provides equitable and challenging learning experiences which allow our students to develop critical thinking and problem solving skills. Teachers provide students with stimulating learning experiences by examining formative and summative assessments to meet students at their developmental level. Mohawk Trails provides an advanced math option, balanced literacy approach, and tier one, two and three instruction in order to differentiate pedagogy and instruction based on student need. Teachers monitor student understanding daily and engage students in their learning through collaboration, small group and individual conferring opportunities, and self-reflection. A Building Based Team (BBT) assists in personalizing instructional strategies and interventions to address individual learning needs of students. The Building Based Team and grade level teams meet on a regular basis in order to provide a collaborative learning environment for teachers to improve instruction and student learning.

This year, our teachers have been studying Conscious Discipline, which is a comprehensive approach to addressing the social emotional needs of our teachers to help our students regulate their own emotions and create healthy relationships with everyone within their classroom and school family. We are at the beginning of this journey and are implementing practices along the way with the goal of full implementation next school year. Our use of Conscious Discipline, paired with monthly classroom lessons from our school social worker, and a mentor program with Carmel High School students, all support our students in meeting their social and emotional needs.

Mohawk Trail's culture is characterized by teachers and stakeholders as being one of a family. Professional development, both at the district and school level, as well as individual, embedded professional development with the on-site instructional coach, assist in supporting teachers. The school values having opportunities for teachers to engage with each other to promote fellowship and collaboration. Each staff member is part of the Social Committee and teams up to schedule an on-site social event each month. Within the PTO, a group called the Staff Appreciation Group provides monthly treats and uplifting activities. At Mohawk Trails all staff feel valued and supported through these many efforts and more.

2. Engaging Families and Community:

Mohawk Trails is fortunate to have a strong relationship with our community stakeholders. Our supportive parents value education and play an active role in the school. Teachers and stakeholders value communication and an open dialogue to foster student growth. Our school has a comprehensive website in which we are able to share knowledge and both building based and district information with stakeholders. Parents can access individual data and performance results through a password protected portal. Teachers also have access to grading tools to share student progress with parents regularly through the online portal. Mohawk Trails has an automated system, called School Messenger, that is used to notify stakeholders of district and building based news, including changes in procedures, newsletters, and other educational opportunities. The School Messenger system is capable of reaching parents through email, and via home, work, and cell phone numbers. Mohawk Trails also appreciates the use of social media to communicate with families and stakeholders regarding important events, news, and special happenings. In addition, during the 2017-2018 teachers continued to implement a new learning management system (LMS), called Canvas, to communicate with parents regarding classroom news, resources, and other important information. All teachers utilize voicemail and email to foster direct and regular communication with parents. Parents are invited to attend our Building Based Team (BBT) meetings for their child to discuss student progress, strategies, and interventions so that all stakeholders have an aligned vision for the students' progression of their education.

Mohawk Trails values utilizing our varied resources to support those in need. We have a Student Council that organizes drives and collections to provide for those in need including a sheet drive benefiting

hospitalized youth, food drives, and coat drives. Mohawk Trails values the reciprocal role of supporting those in need in our community and teaching our students the importance of philanthropy. Our school also hosts an annual Leukemia and Lymphoma Society event to raise and donate money to this charity. Our Parent Teacher Organization (PTO) is a great link for families to be involved and support our school. Our PTO sponsors many events throughout the school year, including general PTO meetings, Family Bingo Night, a book fair, seasonal celebrations, and the Mohawk Trails Carnival. Our school is fortunate to have such a strong support system from its stakeholders.

3. Professional Development:

Mohawk Trails supports a well-rounded and differentiated approach for professional development. Professional development opportunities are derived from multiple sources including our School Improvement Plan, which is based on student achievement data, district initiatives, administrator meetings, and professional development with the on-site instructional coach. The School Improvement Plan helps teachers and administrators understand instructional needs based on student data from the previous year. District initiatives include a newly adopted curriculum, an understanding of strong pedagogy based on research, intervention support, and technology support. In addition, administrators attend a summer retreat, participate in book studies, and attend regular bi-monthly meetings focused on district initiatives and data. Mohawk Trails's on-site instructional coach participates in regular bi-monthly professional development at the district level. Finally, our school also has five Lead Teachers who attend quarterly professional development sessions at the district level with the intent on bringing back this information to share with staff. A working professional development plan is then created based on those district initiatives, the school's improvement plan, and student data.

Mohawk Trails's professional development is differentiated, embedded, and thoughtfully placed in terms of how it is best delivered to teachers. The goal in mind is that the professional development builds capacity within teachers to become leaders and works to best meet student learning goals. Professional development is delivered through a variety of avenues. Staff members receive training at after school faculty meetings, grade level collaborations, release time for teachers, and during embedded instructional time with the instructional coach, depending on which method best suits the topic. Professional development on our school's social and emotional learning was best delivered in a number of all teacher faculty meetings so that everyone heard the same ideas and teachers were able to see the big picture approach collectively. Finally, best practice and pedagogy support is best delivered through individualized professional development with a teacher or team and the instructional coach through co-planning and co-teaching opportunities with built-in reflecting conversations. Through this differentiated and embedded professional development approach, teachers and administrators are able to regularly plan, participate, and reflect on new learnings and its impact on student achievement.

4. School Leadership:

Collaboration and shared leadership are common themes at Mohawk Trails when it comes to the philosophy of our school leadership. The principal and the assistant principal are the instructional leaders of our school, ensuring that all teachers have a common understanding of our philosophy and supporting teachers in developing leadership skills. In addition to the principal and assistant principal, we have several teachers who serve in leadership roles including the technology coordinator, literacy and math lead teachers, committee chairs, a reading specialist, and the instructional coach. We also have teachers serving on the School Improvement Committee who analyze student data, write student learning goals and help develop strategies to meet these goals in accordance with the professional development plan.

Administrators and teachers who serve in these roles meet throughout the year to continue to foster the growth of both teachers and students. While the role of each of these school leaders is different, they share a common vision—fostering a positive student learning environment that promotes respect, responsibility, and life-long learning in an ever-changing world.

Not only do our teachers embrace the philosophy of collaboration and shared leadership, our teachers also understand that in order to grow, we must take risks, and make mistakes to grow. This philosophy is evident through our professional development in which administrators and teacher leaders model pushing

themselves out of their comfort zones to take risks and try new ideas. Because this is modeled by school leaders, all teachers come to respect this philosophy in order to embrace this within their own classrooms and with their own students. In turn, students embrace it as it is modeled within their classrooms by their individual teachers. This growth mindset drives us toward new learning and innovation. Coupled with this growth mindset is the question at the root of all we do, “what is best for kids?” Mohawk Trails makes it very clear that our goal in any decision making centers around this question. From decisions on strategies and interventions, from our Building Based Team (BBT) to empowering teachers, through professional development, to the smallest decisions on conferring with students, all teachers embrace this philosophy of making decisions based on what is best for kids.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Mohawk Trails teachers and staff value educating the whole child and providing a focus on the social and emotional well-being of all students. Last year, Mohawk Trails began to implement a social and emotional learning philosophy called Conscious Discipline through a voluntary book club. The use of Conscious Discipline focuses on teaching our teachers specific social and emotional strategies to help them regulate their emotion. In turn, teachers are able to better help all students reach this goal. Teachers and staff use a common language when teaching specific skills and language is embedded in the classrooms, hallways, and lunch room. Because we are working on this school-wide, we embed our professional development for all staff who work with students from classified to certified staff. The focus has been on teaching the teachers to think differently about how they can create a school family within their classrooms. This ensures that all students feel safe and valued.

Within the implementation of Conscious Discipline, we have seen dramatically fewer office referrals because we are empowering students and teachers with the language and skills to navigate social, emotional, and academic situations. This has supported students by fostering the growth of self-regulation skills, recognizing distractions, utilizing coping strategies, showing empathy towards others, and developing self-awareness and perspective taking. This approach is at the root of what we do each day to help our students succeed both academically and socially.