

U.S. Department of Education
2019 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. Kent Mayfield

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

Official School Name Shopville Elementary School

(As it should appear in the official records)

School Mailing Address 10 Shopville Road

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

Somerset KY 42503-5410
City State Zip Code+4 (9 digits total)

County Pulaski

Telephone (606) 274-4411

Fax (606) 274-5186

Web site/URL http://shes.pulaski.net

E-mail kent.mayfield@pulaski.kyschools.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 *Mr. Patrick Richardson E-mail patrick.richardson@pulaski.kyschools.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) s

District Name Pulaski County Schools Tel. (606) 679-1123

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. Brandy Daniels
(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):
- 8 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 12 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	29	30	59
1	26	21	47
2	28	31	59
3	22	19	41
4	22	34	56
5	28	38	66
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	155	173	328

*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):
- 1 % American Indian or Alaska Native
 - 0 % Asian
 - 1 % Black or African American
 - 3 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 92 % White
 - 2 % Two or more races
- 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2017 – 2018 school year: 22%

If the mobility rate is above 15%, please explain.

The school has a large attendance zone comprised of farms and subdivisions. We also have a large number of mobile home parks, apartment complexes, and similar income-based rental properties that tend to have a high turn-over rate among occupants. Some of our transient population enroll and withdraw from the school multiple times during one school year.

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	34
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	40
(3) Total of all transferred students [sum of rows (1) and (2)]	74
(4) Total number of students in the school as of October 1, 2017	338
(5) Total transferred students in row (3) divided by total students in row (4)	0.22
(6) Amount in row (5) multiplied by 100	22

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

Specify each non-English language represented in the school (separate languages by commas):
The only non-English language represented at the school is Spanish.

7. Students eligible for free/reduced-priced meals: 74%
Total number students who qualify: 242

8. Students receiving special education services: 20 %
64 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>5</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>9</u> Other Health Impaired |
| <u>9</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 19:1

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	95%	95%	96%	96%	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.

Our mission is to provide an academically focused, nurturing environment to meet students needs and ensure they have the skills necessary to be successful.

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

Nestled in the eastern part of Pulaski County, Shopville Elementary is the smallest of eight elementary schools in the district, while encompassing the largest geographical territory in the district. The school houses approximately three hundred forty-five students in grades kindergarten through fifth. Our rural community is host to generational farms and families that has a rich heritage. Although diversity and inclusion is encouraged and supported, we are always striving to improve in this area. Our subpopulations fall below ten percent in all areas except for our free and reduced population. However, regardless of socioeconomic status, we do not use that as an excuse for not achieving excellence.

Shopville Elementary School has experienced many changes over the past forty years. In the community, our school is known as Shopville School because it began as Shopville High School and evolved into a small elementary school. As the population of the area increased, Shopville High School consolidated into the county high school and many of the smaller community schools consolidated into what is now known as Shopville Elementary. The school has undergone multiple renovations to make it the excellent facility that it is today. The community that we serve is fiercely loyal to the school and has made the school the center of the community. We have teachers that attended the school themselves, many family members of our students are also alumni of the school.

We have implemented many incentives over the past several years that have helped improve the overall achievement of our students and culture of high expectations throughout the school. Each month, the school focuses on a specific character trait and at the end of the month, a student and adult in the school is recognized for demonstrating that trait. These students are recognized at our bimonthly PTA meetings. Students and staff pictures are displayed on our Wall of Fame located outside of our cafeteria where all students pass daily. Additionally, students all have the chance to attend End of the Month Celebrations for consistently demonstrating the school's behavior expectations and for meeting academic goals. Students are also rewarded and celebrated at the end of each MAP testing window for meeting proficiency and/or growth goals. Accelerated Reader is a program used to encourage the students to read more and the teachers have planned quarterly celebrations for all students that meet their individualized point goals. End of the year state accountability testing results are also celebrated and rewarded through assemblies, awards, and medal ceremonies. Mastery of skills is encouraged in a variety of ways through incentives and rewards for students giving their best efforts.

Our school also provides a variety of extracurricular activities including academic team, choir, percussion group, boys and girls club (offered through a partnership with the Pulaski Public library), intramural girls and boys basketball, youth football and cheerleading, Lego club, Phoenix racing team, and archery. The archery team has been recognized at the local, regional, state, national, and even world level. We acknowledge the importance of providing opportunities that go beyond just academics.

Over the past decade, test scores have steadily increased and sustained substantial academic growth. The school attributes this to supportive and knowledgeable leadership which includes our district, school level administration and staff, and community support. Along with our school principal, we also have access to a full-time curriculum specialist, school counselor, library/media specialist, nurse, part-time school resource office, and family resource center which helps assist the staff in a supportive manner. These added support positions enable the school to have supports in place to meet the educational, emotional, social, and physical well being of all of our students. Excellence in teaching is expected and appreciated as we have the highest quality staff which includes a strong balance of experienced and newer teachers. Along with the school staff, our school's Parent Teacher Association (PTA) is supportive in all our academic and social events.

Shopville is fortunate to have some wonderful evidence-based programs in place such as high quality core academic programs, Positive Behavioral Intervention Supports (PBIS), Community Food Grant, and Character Education that wrap around the whole child. This enables students to have their academic, social, and emotional needs met to the best of our ability. We strive to meet the needs of all our students by utilizing all the available resources. Since we adhere to Maslow's hierarchy of needs, we know that a student's basic needs must be met before they can learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

There are certain characteristics that permeate the curriculum, regardless of grade level and/or content area. At Shopville Elementary (SHES), the rigorous curriculum is based on the KY Academic Standards (KAS). These standards are the basis of our teachers' short and long-term instruction and assessment plans. Each teacher at SHES is an expert in his/her grade level standards which is critical to guarantee student mastery of the standards. Each classroom follows a short cycle of instruction, formative assessment, reteaching or enrichment, and follow-up assessments. This cyclical approach ensures that students have multiple opportunities to learn all of the standards. In order for students to truly internalize the meaning of the standards, the school uses a product called Simple Solutions. The program is a daily spiral review of the standards. Student engagement is a priority in all classrooms and is accomplished in a variety of ways, including the use of Kagan structures and instructional technology.

Reading/English Language Arts: Reading Wonders (McGraw-Hill) is used as the core program in kindergarten through grade two. This research-based program includes leveled readers, literature anthologies, writing, grammar, and spelling resources. Our primary students are exposed to daily instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. A minimum of two hours per day is devoted to reading/ English-Language Arts instruction. During this time, students participate in whole group instruction based on grade level standards as well as small mixed ability groups that focus on individual needs. After the whole group instruction, students participate in guided reading instruction based upon each child's current reading level.

By the time our students reach third, fourth, and fifth grades, reading instruction becomes heavily focused on fluency, vocabulary, and comprehension. Students practice close reading techniques through novel studies and informational texts. Teachers provide a wide range of reading material to teach and reinforce the reading standards.

i-Ready is a supplemental, evidence-based computer program that the students use each week. Three times per year, the students take an online, adaptive, diagnostic assessment to determine each child's progress toward mastery of the standards. The program then creates an individualized lesson path to address each child's strengths and weaknesses. Teachers have the ability to monitor student progress through the online instruction and can even assign lessons to students based on their needs.

1b. Mathematics:

As with all content areas, the KAS are the foundation for all instructional decisions. The school uses Ready (Curriculum Associates) as the core math program at SHES. Using Ready Math as a guide, teachers are trusted to make professional decisions within their own classrooms. The beauty of mathematics is that there are multiple ways for students to demonstrate mastery of the standards and because of that, many different manipulatives, resources, and instructional materials must be used to effectively reach all students.

Teachers have worked horizontally and vertically to create grade level curriculum maps that determine the sequence and depth that each standard will be addressed. These curriculum maps are dynamic and change based upon standards revisions and increased understanding of the standards by the teachers.

Data-driven small groups are utilized to individualize instruction. Three times per year, MAP is administered as a diagnostic tool. Teachers then analyze student results and create flexible groups based on students' needs. The KAS are addressed either below grade level, on grade level, or above grade level during WIN (What I Need) time. This forty-five minute intervention/enrichment block is incorporated in each grade level daily. During this time, students participate in small group instruction at their current level.

The core math block consists of ability groups; students are grouped based on learning styles, K-PREP

scores, MAP scores, i-Ready diagnostic results, teacher input, and individual student needs. This is where the core math instruction takes place. Teachers rely heavily on formative assessments to guide instruction. Efficient, informal learning checks are given throughout daily instruction to guide the next instructional step.

Shopville Elementary students use i-Ready math. This computer based instructional program is a supplement to the core program. By utilizing this program daily, students are able to complete differentiated math lessons based on their needs. In addition, this program allows teachers to assign specific lessons tied to the standards being addressed within the classroom. i-Ready provides valuable data that is used to create an individualized learning path for each child. iPads, Chromebooks, and PCs give students access to not only i-Ready, but to Google Classroom, instructional videos, online games, and other platforms that are utilized for both formative and summative assessments. We are currently working toward becoming one-to-one in our intermediate classrooms by providing each student with a Chromebook.

The key to success in mathematics at SHES is attributed to many factors, however, the one thing that encompasses all other components is high expectations. High expectations are internalized for the teachers through his/her plans, resources, instructional decisions, lesson execution, etc. High expectations are held for the students. Student performance should reflect each child's true abilities, work ethic, their learning engagement, and students' accountability and awareness of their own learning.

1c. Science:

The Next Generation Science Standards (NGSS) are taught to our students through a variety of materials, resources, and programs. StemScopes is an online resource created at Rice University to assist teachers with planning instructional units (called Scopes) that include inquiry based activities, embedded assessments, and a plethora of opportunities to increase students' literacy skills through science texts. Some examples of inquiry based activities that students have participated in this year include: designing and constructing solar ovens and melting ice cubes using different colors to determine which color will melt an ice cube the quickest. When working through inquiry based lessons, students use the elementary engineering design process (ask, explore, model, evaluate, and explain).

StemScopes lessons begin with an anchoring question and activity. For example, when studying animal structures and behaviors, the students are to create a zoo where the animals with the best sense receptors are all grouped together. This activity allows teachers to gauge the prior knowledge of students before beginning the unit. At the end of the unit, students revisit their zoo action plan, make revisions to demonstrate new learning, and then present the information to the class. In order to increase students' literacy and science knowledge, students are taught to use claim, evidence, and reasoning when answering questions. This instructional practice provides the students with a scenario. Students develop a claim to answer the prompt and support the claim with evidence, and then use reasoning to explain why the evidence supports the initial claim.

Additionally, teachers utilize Mystery Science to pique the students' interest in science phenomena. Gizmos is another online resource that students use. It allows the students to participate in virtual demonstrations and experiments through the computer. Guest speakers and presentations are also part of the science curriculum. This year, students have participated in assemblies and lessons from: Hooked on Science with Jason Lindsey; Bill Meck, meteorologist from WLEX 18 news; the Mobile Planetarium by Woodmen of America; monthly lessons provided by the Pulaski County Extension Agent; Conservation Clubhouse by the Southern KY Rural Electric Cooperative; the Mobile Dairy, presented by the Southwest Dairy Farmers, and officials from the local recycling center.

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

Our students continually perform above the district and state proficiency averages. At the top of our district, seventy-nine percent of our students scored proficient or distinguished and only two percent of our students scored at the novice level. In order to maintain this high performance, the social studies curriculum is taught through explicit instruction and also woven through a variety of other content areas. Teachers at all grade

levels choose texts that teach social studies content.

Social Studies is a focus at each grade level. For example, kindergarten students focus on what it means to be a good citizen and how to make our school a happy and safe place. First grade expands on this by studying community helpers. Social studies in second and third grade focuses on learning about our local government and history. Fourth grade focuses heavily on state history, geography, and economics. This allows the fifth grade students to integrate previous learning to fully master the social studies standards.

Harcourt Social Studies and History Alive are used as the core social studies programs. Many other resources are used to supplement instruction including Simple Solutions, a daily spiral review, Flocabulary, a web based resource that sets social studies concepts to music, and Study Island, a web-based personalized learning program. Fifth graders participate in BizTown, offered by Junior Achievement. During this fun filled day, students demonstrate understanding of a variety of economic principles through a reality-based simulation. All students are assigned specific careers at different businesses and are required to develop business plans and operate the business. Additionally, our related arts teachers reinforce social studies content when teaching art, dance, drama, and visual arts. We encourage all kindergarten through fifth grade students to participate in civic engagement activities through food drives, Jump Rope for Heart, school beautification activities, Veterans Day program, and Pennies for Patients.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Shopville Elementary not only wants their students to exit elementary school being proficient in the areas of math, reading, and writing, but we want them to exit being well rounded individuals in all areas. The specialty classes that we offer for all students include: library/media classes, health and physical education, and performing arts (music, dance, drama, and visual art). All students participate in 3 hours and 20 minutes of these related arts classes per week. Although we would like to offer a wider variety of special classes, we do try to supplement with our extracurricular activities.

Our school music program provides a variety of instruction for all students. Through the course of the year, students learn to read music, play instruments such as recorders, bells, percussion instruments, and also sing a variety of types of music. The school also offers choir as an after-school event that allows students who are gifted musically to explore their talents further. We also offer a drum line group that meets in the afternoons. All choral members get to perform in some manner with fall, winter, and spring concerts along with a special Veterans Day Program that is performed annually. Our community is very supportive when it comes to our students endeavors. Our gymnasium is packed to capacity anytime our students perform.

In addition to our physical education program, we have an after-school program called Phoenix Racing which enables our students to participate in a running and endurance program that helps their physical and mental well being. Archery is a sport we offer to our intermediate students through physical education class. We also have a competitive archery team and the season runs from September through March and sometimes beyond when the students qualify for nationals. We have secured numerous regional first place wins, three state championship titles, one national championship title, and have scored in the top three at the world level twice. Along with archery, we offer boys and girls basketball, and our county has a youth football and cheerleading league that is played at community levels. The local parks and recreation center, SomerSport, also offers a soccer league to all of our students.

Our gifted and talented students get to participate not only in general intellectual field trips but those geared specifically to the arts. The district has scheduled EGAT (Exploring our Gifts and Talents) field trips that

provide students the opportunity to explore a range of artistic and intellectual endeavors.

Our library has many reward systems in place such as Accelerated Reader goals and parties for both individual achievements and classroom achievements. Primary students also get to take part in ringing the Literacy Bell at our local public library when they can read their first book independently. We are also fortunate to have the Shopville Branch Public Library, adjacent to our campus, which offers after-school activities ranging across age and interest levels, including Boys Club, Girls Club, and the Lego Club.

The Too Good for Drugs curriculum is taught to each grade level. In this program, students learn the dangers of drug and alcohol abuse, the importance of setting goals, and developing good decision making skills. This nationally recognized program was developed in Florida and is utilized districtwide through a safe schools grant. All fifth graders participate in a full day of lessons that focus on bullying prevention, self-esteem strategies, team building activities, and guest speakers. On Career Day, we invite multiple community partners to the school to share with all students their career choices, educational requirements, responsibilities, and authentic examples of what each career entails.

3. Special Populations:

At Shopville, we have made reaching our special populations a top priority. This priority starts with our master schedule. Each grade level has a block of time built in that we call WIN time or What I Need. During this time, every student is receiving either standard-based interventions, enrichment or an evidence-based intensive intervention program. We want our teachers to truly know where each and every student is academically in their classroom and we have a wide variety of assessment data to help them keep track and monitor progress.

In addition to their classroom formative and summative data, we benchmark all students using MAP and Aimsweb Plus three times per year. We use the data from these two sources to identify our tier two and tier three RTI students. Any student scoring at the twenty-fifth percentile or lower is pulled during WIN time to receive intensive small group interventions and is progressed monitored through the Aimsweb Plus program. All other students receive interventions or enrichment in groups with their teachers. Groups are formed through classroom formative and summative assessment data. These groups are fluid and change frequently. This built-in time allows teachers the opportunity and flexibility to identify and fill in achievement gaps. In addition to our tier two and tier three students, any student who is showing an achievement gap of ten or more points will be put on an intervention plan immediately. We have two full time interventionists to aid those students who are falling behind or those students who are close to being novice. All of this extra, individualized instruction takes place during WIN time and does not take away from those students' core classes. Students who fall into this category also receive extra time on our intervention computer program, i-Ready.

Another avenue toward closing our achievement gaps is the implementation of co-teaching. At Shopville, we have seen the benefits of having two experts in the classroom sharing the responsibility of instruction and classroom management. Co-teaching allows for an increased opportunity to differentiate and meet the students where they are. We believe that allowing students to stay in their general education classroom as much as possible with the assistance of an extra teacher has benefited our special education subgroup. The leadership team here at Shopville has placed finding high quality co-teaching professional development as a priority, to help continue to improve and meet the needs of all our students.

Another special population that Shopville focuses on is our gifted population. Our gifted students have many opportunities through the district to explore and experiment in multiple areas. This includes exploration in STEM careers through guest speakers and field trips, the development of creative talents through EGAT days and specific projects created to allow students to further expand their creativity. At Shopville, we prioritize enrichment just as much as intervention. All teachers identify an enrichment group to meet during WIN time. This group can work on: above grade level standards, collaborative research projects, and/or inquiry based activities. When you combine the attention Shopville gives to its special populations with outstanding data tracking and high expectations, we believe you have a formula for success.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Shopville Elementary School, we strive to create a school climate that is conducive not only to learning but to an atmosphere of inclusion for all. Our goal is for all students to feel supported, encouraged, and appreciated.

Shopville Elementary engages each stakeholder in our community. Starting with the students, we look at what each individual child needs and make sure there are interventions in place to help ensure the success of everyone. Success doesn't stop with academic growth, we also encourage our students to get involved in some type of extracurricular activity which can help them evolve into a well-rounded individual. We offer activities ranging from academics such as the Academic and Quick Recall Team and Future Problem Solving to Gifted and Talented events. The arts allow us to partner with our local library branch for a Boys and Girls Club along with a percussion group and a choir. Athletics range from a nationally recognized Archery team to football, basketball, track, and Phoenix Racing Team. If students can stay involved in points of interest, then they will have more buy in to the school they represent.

We have surmised through surveys and questionnaires, that our staff feels valued and supported. Positive feedback is an integral part of our weekly grade level meetings as well as through formal and informal observations. We encourage our teachers to continue to grow professionally by allowing flex time out of their classrooms to observe exemplary teachers in the school and district. As professionals, teachers are trusted to continually improve their craft through independent learning, implementation of new techniques and strategies, and self reflection. Morning shout outs via announcements allow us to recognize the outstanding work of not only our students but our staff as well. A character wall of fame is updated monthly with staff and students being recognized for demonstrating character traits. The district provides a PRISM award to recognize innovation in teaching and leadership. Several Shopville teachers have received this award and been recognized at the district school board meetings.

2. Engaging Families and Community:

Our school has excellent parent participation with our Site Based Decision Making Council and our PTA. These are two great avenues in which we can disseminate information to our stakeholders about the various activities going on at our school. Committees have parent members on them, and parent volunteers can be seen daily somewhere in our building. Our school provides another way for parents to stay informed of current events and pertinent information. The One Call System, communication apps such as Remind and Class Dojo, and email are all used to stay in close contact with families. Home visits and parent involvement nights allow communication between the home and school, especially for parents that may not be able to attend events during the school day.

Our family resource center sends out newsletters encouraging and including families in our school events. The FRC facilitates a monthly grandparent support meeting. This support group is offered to grandparents raising grandchildren. Local churches and business partners help the school monetarily as well as mentoring when called upon. Community members and churches provide an abundance of back to school supplies, clothing, and shoes for our students, not only in August when school is beginning but throughout the year. Also, our local volunteer fire departments are quick to volunteer for career days, special events, and committees. Our school is located next to a large industrial complex and is currently building relationships with the businesses located in the area. Blackboard, a technical support center, is presently working with the school to provide books to each one of our students. A factory in the area, TTAI, is going to provide the school with a mobile Chromebook lab.

No school is an island and we are very fortunate to have the support of our parents, community, students and staff at Shopville Elementary School.

3. Professional Development:

Although the needs of staff change from year to year, the constant variable is the need to provide professional learning opportunities that will allow teachers to positively influence student achievement. The district provides specific content area professional development for not only the core content areas but also the related arts. In addition, the past four years have been filled with Kagan Structures. Our district has supported and encouraged the use of Kagan structures across the district from primary to secondary classrooms. Along with Kagan, a push towards creating a positive Growth Mindset has also been implemented through professional development activities and speakers who are experts in the field. Coupled with content area professional development, this has given our staff a basis of supports that they can refer to throughout each school year.

With the addition of Chromebooks throughout the building, technology integration has also been a strong focus of professional development. Multiple training sessions have been offered on the Google Apps For Education (GAFE). Teachers have been encouraged to get Level One Google Certified and by doing so, teachers have a strong foundation when integrating technology. i-Ready training has been provided to the teachers so that they are better able to individualize instruction for all students.

The district also offers a beginning teacher induction program called TEAM One and TEAM Two. These cadres are required for all first and second year teachers as well as experienced teachers that are newly employed by the district. During these monthly meetings, teachers are trained in district initiatives, technology, instructional methods, and best practices.

Job embedded professional development occurs at the school level through professional learning communities. These PLCs focus on data analysis and instructional planning. The district calendar has four Growth days (G Days) built into the calendar for professional development above and beyond the four state mandated days of professional development. These G days are used for vertical alignment meetings, district grade level/content area PLCs, and outside speakers.

4. School Leadership:

Shopville Elementary follows a team approach to school leadership. The administration team is comprised of the guidance counselor, curriculum specialist, and principal. The mission of this group is to empower teachers to make instructional decisions that will best serve their students. We are confident in the expertise of all of our teachers and we see our jobs as support roles for all they accomplish in the classrooms. Our goal is for teachers to possess the confidence to be strong leaders in their classroom communities. In addition to the administrative team, there are other leaders throughout the building. We have multiple teachers in the building that are leaders not only in the school, but also in the state. They have presented locally as well as the state level on a variety of topics and also hold leadership positions in professional organizations. Our teachers also provide professional learning to their colleagues on Growth days. During this time, teacher leaders reflect on and share the exemplary practices that have proven to be successful in their classroom. Teachers new to the school are assigned a mentor teacher to assist with making the transition to a new school.

All support systems work together in decision making aspects for the school. Shopville has a very active Site Based Decision Making Council. The meeting minutes and agendas are available to all stakeholders. All staff are involved in weekly PLC meetings in order to analyze classroom assessment data and refine instructional plans. RTI (Response to Intervention) meetings are also held to help prioritize student needs. During the RTI meetings, student progress is studied, and intervention plans are revised according to individual progress. Our special education department has monthly meetings to review records and collaborate on specific student issues. Our Family Resource Center coordinator acts as the liaison between the school and community. Monthly FRC advisory council meetings are held to review services and to help develop program plans.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

In August, 2018, at our opening day meeting with staff, leadership asked everyone to write down what they thought was the most important factor of our school's success. Although there were multiple answers given, the overwhelming response was related to building and maintaining positive relationships. This commitment to building positive relationships is a schoolwide commitment that reaches and benefits all stakeholders.

At Shopville Elementary, we understand that our patterns of interactions are critical to the overall culture of our building. We understand that adversity will come and challenges will present themselves during the school year but, having a foundation built on positive relationships allows us to grow from adversity and become a stronger team. You will see this commitment to positive interactions throughout our school and it begins with our leadership team which has put a priority on making our staff and students feel respected, loved, valued, and safe. This priority has helped to cultivate a culture of positive energy throughout our school. Examples can be seen with the front office staff interacting positively with students and parents, and in our cafeteria where our cooks write positive messages on food packaging and bulletin boards. The positive culture can even be seen in the hallways where our custodian smiles and greets our students with high fives and fist bumps. Our teachers work hard to create that same positive environment daily in each and every classroom. We firmly believe to truly be an exemplary school, we must have a balanced combination of high quality teaching, high expectations and an intentional commitment to building positive relationships.

This commitment is enhanced by our integration of PBIS (Positive Behavior Interventions and Supports). Our school has received silver recognition, which is an award intended for schools that have successfully implemented school-wide PBIS and can demonstrate that their implementation has had positive effects on their discipline data for at least one year. We believe that through PBIS, our students develop and learn social, emotional, and behavioral competence which helps to support academic engagement and our teachers develop skills necessary to promote strong positive relationships with students.

The commitment Shopville Elementary has made to building positive relationships has given us a foundation on which we have built an exemplary school. We cannot emphasize enough the importance of our students, staff, and families feeling respected, loved, valued and safe.