

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 Ms. Zainah Tiba

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

Official School Name Charles A. Lindbergh Elementary School

(As it should appear in the official records)

School Mailing Address 500 North Waverly Street

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

Dearborn MI 48128-1626
City State Zip Code+4 (9 digits total)

County Wayne County

Telephone (313) 827-6300

Fax

Web site/URL

https://lindbergh.dearbornschools.org

g_____

E-mail tibaz@dearbornschools.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. Glenn Maleyko

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail maleykg@dearbornschools.org

District Name Dearborn Public Schools Tel. (313) 827-3020

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. Mary Petlichkoff

(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):
- 22 Elementary schools (includes K-8)
 - 5 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 32 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	38	30	68
1	25	20	45
2	28	22	50
3	23	23	46
4	27	28	55
5	33	25	58
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	174	148	322

*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
 - 2 % Asian
 - 3 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 0 % 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: 6%

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	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2017	324
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 18 %
59 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 37 %
Total number students who qualify: 118

8. Students receiving special education services: 9 %
28 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>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>1</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>18</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: 2
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.	15
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.	1
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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	96%	96%	96%	96%	96%
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.

At Lindbergh, we achieve greatness by learning and leading every day. Students First: Inspire, Educate, Celebrate.

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

Dearborn Public Schools is located on the border of Detroit and is the third largest district in the state. The district has a total enrollment of approximately 21,000 students and is currently the only district in the state of Michigan that experiences continuous growth in enrollment on an annual basis. This growth is in part due to a large influx of immigrants from the Middle East including Syria and Yemen. The Dearborn/Detroit area is home to the largest Arabic speaking population outside the Middle East. As a result, the district draws many immigrants and out English language learner population is over 43% with Arabic being the primary language spoken at home.

Dearborn Public Schools has recently received several distinctions at the school and district level. At the district level, Dearborn was recognized for achieving among the highest graduation rates in the state. For the seventh straight year, the district has watched rates climb from 76% in 2011 to an all-time high of 95% in 2018. Graduation rates have increased for students in all subgroups.

Multiple independent reports provide further evidence that the teaching and learning happening within the district are having a positive impact on student achievement. Bridge Magazine, a statewide news publication, rated the Dearborn Public Schools as one of its 30 Academic State Champions in 2018. Additionally, in comparison to other large districts, Bridge Magazine rated Dearborn Public Schools as number one in the state. This evaluation was based on data from a national study that measured student's academic growth from third to eighth grade while also considering demographic factors that impact student performance such as socio-economic data, family structure, and family education. At the school level, two Dearborn schools (Iris Becker Elementary and Dearborn STEM Middle School) have recently received the National Blue Ribbon School award and one school (Maples Elementary School) has received the National Distinguished School Award by The National Association of ESEA State Program Administrators. In 2018, Dearborn received four of the eight nominations for this award statewide.

In 2018, Dearborn was awarded the District of Distinction Award for its internal system of accountability used to monitor the implementation of our school improvement process. This award, given to only 45 districts across the country by District Administration Magazine and is part of a national recognition program, awarded to school districts that are leading the way with innovative ideas.

Charles A. Lindbergh Elementary school is a K-5 school in the city of Dearborn. The school first opened its doors in 1928, one year after Charles Lindbergh's historic flight on the spirit of St. Louis. That flight has served as our mascot and has been an inspiration for Lindbergh Flyers(mascot name) for over 90 years. For the last decade or so, Charles A. Lindbergh Elementary has scored above the district and state average on all external assessments in reading and math. Every morning, Lindbergh Flyers begin their day by reciting their pledge, mission statement and challenging themselves to earn a ticket to ride the spirit of success.

The current student enrollment is 322 students in kindergarten through fifth grade. A decade ago, the school served very few economically disadvantaged students however increasing housing instability brought about change within the neighborhood population. The school experienced growth in the percentage of students who were from economically disadvantaged households as well as households where a language other than English is spoken. Within the last four years, the school's demographics have stabilized. Currently, thirty-six percent of the school population are economically disadvantaged. Eighteen percent are English language learners with Arabic being the most common language other than English. As a result of this demographic change, we have implemented strategies for English language learners through co-teaching support by a trained resource teacher. These strategies include, but are not limited to content and language objectives in all classrooms, structured conversations, sentence stems to provide scaffolding for speakers to communicate in complete sentences, and many opportunities for the use of oral language. Additionally, we have an interventionist who supports students who are Title I eligible. Nine percent of the students receive special education services with a co-taught/inclusion model.

Leader in Me, which began with a book study four years ago, has become the identity core for the school community and it is integrated into everything that we do. Since that time, the hallways have transformed

with student created artifacts and murals dedicated to the habits. Our classrooms have become habit centered allowing our students to become not only strong readers but also strong leaders. An already strong “flyer” community has grown together to reach new heights.

Lindbergh Flyers understand that there are no limits to their success when they utilize Stephen Covey's 7 Habits of Highly Effective People which are at the core of the Leader in Me Program. This growth mindset helps our students stay motivated and engaged in their learning progression. We monitor our progress through individual and collective goal setting that is aligned to support the school and district goals. In weekly school-wide lead time our students track their progress towards their goals with regular celebrations to recognize student success, individually and collectively.

In addition to being engaged learners, our students are also engaged in leadership activities. Students are provided opportunities to develop their leadership roles in school-wide activities, clubs, and committees as well as within their own classrooms.

Charles A. Lindbergh teachers have adopted the 7 Habits in their own professional practice. Lindbergh teachers synergize and begin with the end in mind when they meet in grade level professional learning communities. These professional learning communities, are used for planning, data analysis, and ongoing shared learning. Underlying these groups is the belief in continuous improvement through the lens of creating systems, implementing practices and evaluating data to attain positive and successful outcomes.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Charles A. Lindbergh Elementary School uses the same curriculum as all Dearborn Schools. Elementary Curriculum is based on the Common Core State Standards (CCSS) for English Language Arts. The staff implements the Balanced Literacy Framework which includes Common Core State Standards for Speaking, Listening, Reading and Writing. Classrooms provide uninterrupted time for reading and writers workshop through the use of the Daily 5/CAFE programs and the locally developed Dearborn writing framework. Within these frameworks, our teachers utilize a mini lesson and workshop approach, allowing teachers to provide differentiated instruction to individuals or small groups on reading and writing. This instruction is rooted in data gathered during formative observations and in frequent progress monitoring checks. Data collected during these progress monitoring checks drives both the content and frequency of small group instruction with students demonstrating below expected performance. The students needing additional support receive frequent and more explicit research based intervention using the Fountas & Pinnell Leveled Literacy Intervention System (LLI) with appropriate scaffolding during guided practice.

1b. Mathematics:

Recently, the district has adopted the Eureka Math series as a way to ensure students have a curriculum that focuses on developing a deep understanding of mathematical content as well as access to rigorous problem solving experiences. The Eureka Math program was designed to teach the Common Core Standards using the eight mathematical practices. Lindbergh students spend time daily improving their number sense, procedural fluency and problem solving ability. Teachers create opportunities for differentiation, and enrichment through small group instruction and the use of “can do” problems for students ready to demonstrate deep understanding of content in rigorous contexts. This program has built in opportunities for both formative and summative assessments. The formative assessments are in the form of exit tickets. These tickets are used to help the teacher in making decisions based on student understanding. There is also an opportunity for debriefing, which provides time to address certain misconceptions or extensions. Summative assessments are utilized at the end of a module and the data is used during the grade level professional learning community to drive ongoing learning. It also allows time to build students oral mathematics language. The school offers interventions outside the school day for students identified as needing greater intervention as determined by NWEA (Northwest Evaluation Association) assessment and classroom formative assessments.

1c. Science:

Utilizing the Next Generation Science standards, the district has adopted a pacing guide which incorporates the Mystery Science program. Mystery Science is an investigation and experiment-based curriculum designed to tap into children’s innate sense of curiosity about the world. Like real-world scientists, each lesson begins with students examining a mystery which they are then challenged to engage in the scientific process to solve. Through these engaging lessons our students develop deep understanding of science topics while simultaneously strengthening their curiosity. This love of science is evidenced by the large number of Lindbergh students who desire to attend our middle school STEM (Science, Technology, Engineering, Math) program. Science content is reinforced through reading and writing activities during literacy time. Data analysis from locally developed science common assessment and MSTEP (Michigan Student Test of Educational Progress) informs science instruction. More frequent intervention in science is based on classroom formative assessment using Discovery science resources and district developed assessments. In addition, a Target Analysis report from MSTEP is used to identify specific targets that are an area of growth. These targets are used in our decision making process moving forward.

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

Charles A. Lindbergh Elementary teachers use the Michigan Citizenship Collaborative Curriculum on the Atlas Rubicon system as their core curricular resource that is aligned to both the Michigan Grade Level content expectations and the proposed National Council for the Social Studies c3 standards. These units provide a comprehensive social studies foundation that provides teachers with built-in seamless learning progressions. The units are; self-referential and clearly explain what to do, how to do it and why. Once taught, we use our district common assessments to assess our students' understanding of the content and ensure that it is to the rigor of the grade level standard. These assessments were developed using a program that offered questions using higher rigor and depth of knowledge, similar to those on state assessments. Social Studies content is also reinforced through daily reading and writing activities. Data is collected and analyzed from locally developed social studies common assessments and the MSTEP targets to inform our social studies instruction. Based on our Target Analysis Report from the MSTEP(Michigan Student Test of Educational Progress), a greater emphasis is placed on areas of lower performance. District common assessment results are used to provide teachers with a more formative approach to drive their instruction.

1e. For secondary schools:

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

2. Other Curriculum Areas:

In order to nurture the development of the whole child, Charles A. Lindbergh Elementary uses several programs for character education. Lindbergh is both a Leader In Me school as well as a Positive Behavior and Intervention Supports (PBIS) school that is rooted in the Core Values of honesty, integrity, responsibility, courtesy, respect for self and others and citizenship. We have implemented the 7 Habits across all aspects of our school and infused these habits within our core PBIS expectations of Be Respectful, Be Safe and Be Responsible. These 7 habits are the heart of our character-building belief of empowering our students as leaders.

All students at Charles A. Lindbergh also have access to music, gym, media and art on a weekly basis. Each of these classes supports our school's mission to offer a rigorous curriculum with a focus on the 7 habits.

Physical Education (PE) is offered bi-weekly to students in all grades K-5. In addition to the benefits of physical exercise, this class provides opportunities to engage with the 7 habits in action. Regular physical exercise is an important component of the habit of sharpening the saw. Physical education allows student to develop healthy lifelong practices that support their other pursuits. Each class period is structured in multiple activity sessions followed by a group reflection on their participation. Students are encouraged to synergize and think win win as they work together as teammates.

Charles A. Lindbergh Elementary students attend art class weekly to develop their ability to express themselves. Students learn about art theory and techniques. During these art classes, students often work on art projects which support the 7 habits. These projects include planning and painting hallway artwork that supports the habits and painted rocks to spread the habit message. Students with exceptional art products are entered into the district's art show.

Charles A. Lindbergh Elementary students have a weekly media class. Within media class students are given a chance to increase their media literacy skills. Students are given opportunities to engage in print, computer and digital literacy. In grades 3-5 students take what they have learned to create their own texts and projects.

Charles A. Lindbergh Elementary students go to Music classes twice weekly. This class teaches music theory, composition, singing skills, and instrument playing. Students perform in yearly concerts which give them an opportunity to display their vocal and instrumental skills. In addition, students in the 4th and 5th

grade have the opportunity to audition for an honors choir which practices weekly. The choir has various community events around the city to share their love for music and give back to the community. Students in the fifth grade also have an opportunity to be a part of our instrumental class. This year we had 54 out of our 56 students take advantage of this great opportunity.

In addition to these, we offer an enrichment period weekly to students whose performance level is advanced based on the North West Evaluation Assessment (NWEA)-Measure of Academic Progress (MAP). These enrichment classes are made available to grades 2-5 and students have an option to attend either a music, art or Physical Education class. These classes are extensions of what the students are learning in class and based on students' voice/recommendations.

3. Special Populations:

Charles A. Lindbergh Elementary serves a diverse student group and is committed to supporting every child. Because of the diverse populations our school represents, we monitor not only the achievement and growth of our overall student population as a whole but also the achievement and growth of our special populations. Our commitment to universal success begins when students enter kindergarten. We offer a young-fives kindergarten classroom for students who need a more developmental kindergarten experience. Within our kindergarten classrooms, students who are designated at risk by observation and assessment data receive daily small group intervention from their classroom teacher and our kindergarten interventionist. This assessment data includes students' scores on the NWEA assessment in English Language Arts as well as their scores on selected assessment tasks measuring early reading skills from the the Developmental Reading Assessment (DRA).

Over the last 10 years, the Charles A. Lindbergh Elementary population of students who are economically disadvantaged has increased to thirty-six percent of our student population. In order to address the needs of this population we have developed and implemented a more targeted system of support. We were fortunate to use Title 1 money to provide a reading interventionist who provides direct reading instruction to small groups of below level students who are Title I eligible. In addition to this intervention, we also offer extended day and school year programs for Title 1 eligible students to receive additional direct instruction on reading and math.

Charles A. Lindbergh Elementary utilizes a Multi-Tiered System Supports (MTSS) approach to identify, plan and monitor ongoing student interventions. Since quality tier-one instruction is paramount, a part time literacy instructional coach supports the literacy instruction of classroom teachers.

Charles A. Lindbergh Elementary serves a linguistically diverse community with eighteen percent of our school's population being English Language Learners (ELL). We have a half-time ELL resource teacher who is able to provides support for those with very limited proficiency and co-teach within classrooms. This co-taught model allows for our ELL resource teacher to model and support effective language and literacy practices that support the language development of all students within the classroom.

Students with identified special education needs are supported by a special education team. For students in the upper grades, a co-teaching model is used to ensure that students with special education needs are able to fully access and make progress within the general education curriculum.

Students scoring at or above the seventy-fifth percentile on the NWEA in English language arts and mathematics are invited to take part in our weekly enrichment program. This program allows these students to explore further interests in athletics, music or art. Fourth and fifth grade students are invited to apply for entry into our chapter of the National Elementary Honors Society. Students inducted help to provide school leadership, plan school events and develop service projects.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Charles A. Lindbergh Elementary adopted the Leader in Me and 7 Habits with the belief that a positive and supportive climate helps our students soar to new personal and academic heights. This starts with cultivating an inclusive climate that helps our Flyers find the potential within themselves and others. We start each school year with a week focused on renewing our mission and building community around the 7 Habits. These conversations continue in weekly lessons that allow students to reflect and build character. Our culture is further strengthened by monthly mixed grade whole school habit lessons where community and unity are built across age groups.

Lindbergh Flyers keep their engines fueled with frequent celebrations of success. Every morning starts with honoring the students whose actions earned them a ticket on spirit of success. Student success is recognized and celebrated within our classrooms, throughout the hallways and in monthly celebrations planned by the student lighthouse team. Every student is encouraged to showcase how they utilize the 7 Habits to develop their personal talents in monthly school-wide student-led assemblies.

We believe that when you aim high and set lofty goals you can fly the spirit of success. We are flying the spirit of success thanks to the use of goal setting at the school, grade and individual level. Not only are students actively involved in setting these goals, they track their progress in school data walls and personal leadership binders. These binders also serve as portfolios documenting students leadership roles as well as their academic, behavioral and character growth. Our goals are all aligned and support each other, they are visible all around the school and all stakeholders are well versed in their role and the impact and value they bring to the entire Lindbergh community's success.

This spirit is supported and modeled by staff who demonstrate their own commitment to soaring to new heights through modeling and posting of their own goal and mission statements. Charles A. Lindbergh Elementary staff take this commitment to soar and serve as leaders through their dedicated work guiding the schools Leader In Me (LIM) oriented committees and work within professional learning communities focused on ensuring all students soar.

2. Engaging Families and Community:

Just like Charles Lindbergh, who could not have made his storied flight without a team supporting him, we believe students can only soar to their highest potential when supported by a united caring community. This starts by welcoming our community into the school for daily learning as well as to celebrate our successes. We welcome fathers into our school with our watchDOG (Dads of Great Students) program. Parents, community members and school leaders are invited to our yearly events that include and are not limited to a community Holiday Boutique which has been a tradition for the last 40 years, Battle of the Books, Bingo for Books, Sock Hop, and Leadership Day. Leadership Day allows students to demonstrate how they infuse the 7 habits to reach their personal best and be leaders of tomorrow. It is an opportunity for staff and students to showcase their leadership skills and allow visitors to see first hand how the leadership philosophy has become the driving force of the culture at Lindbergh.

Throughout the year, families are encouraged to embrace and use the 7 habits outside the school. Families are encouraged to subscribe to teacher blogs where they can receive class information and resources. Additionally, teachers utilize their school blog to showcase ways in which their classes learn about and demonstrate the habits. Each family receives a monthly parent created newsletter highlighting one of the habits. This focus carries over to our monthly Parent Teacher Organization meetings where families use the habits to support the school. We are fortunate to have an active parent organization that supports the school through their involvement in events and fundraisers. The many events they plan for our students, like Haunted School where they turn our school into a haunted house, raise money to purchase resources, create lasting memories and bring families together. The PTO has continuously chartered our local Cub Scout Pack for the last 71 years making it the oldest in the state of Michigan and supported its mission to

develop lifelong skills for our students.

As our school community has changed, we have taken intentional efforts to ensure that all Lindbergh families feel welcome and are included, ensuring that we have diverse representation at our Parent Teacher Organization and planning events and activities that are culturally responsive. School leadership frequently seeks the feedback of families in order to ensure their needs are met. In order to meet the needs of families we provide translation services and menu options that are accessible for all.

Our students are aware that they are not only members of the school community but also members of a larger community that they can impact. With this spirit, student leadership teams develop service projects that educate students about a community problem and motivate them to help support it. Students and families give generously during our annual building and district charity drives.

3. Professional Development:

Lindbergh teachers are highly involved in Professional Learning Communities both within the school and at the district level. Teachers work collaboratively creating lesson/units that meet the diverse needs of learners as well as extensions beyond the basic grade level expectations. These are delivered using a variety of strategies using the gradual release of responsibility, ensuring the majority of students are successful before being sent off to work independently-allowing the teacher to be more intentional and focused on students needing differentiation. A Multi-Tiered System of Support training is used to provide instruction, assessment, and intervention to meet the instructional and behavioral needs of all students. Lindbergh staff is committed to a spirit of continuous improvement through learning. In order to continue to improve, professional development is aligned to goals outlined in the district's strategic plan as well as the school's improvement plan.

At the district level, professional development offerings are designed to bring clarity, understanding and cohesion around curriculum as well as to support the implementation of instructional best practice strategies. These include training on Sheltered Instruction Observation Protocol and other strategies for our special populations. The district has also partnered with consultants to support professional learning communities (PLCs), standards-based grading and essential standards. Teacher representatives also serve on district-wide committees whose guidance and recommendations they lead within their building.

At the building level, professional development offerings are aligned to the school's goals for improvement, and driven by analysis of teacher need and student data. These offerings allow us to refine our instructional practices to best support academic achievement and the leadership development of our students. In order to improve reading achievement, professional development sessions have focused on the Michigan Essential Literacy Practices, and assessment practices. Teachers are offered the chance to attend the Dearborn Teacher Reading Academy which supports teacher's knowledge of how to support struggling students in reading. In math, professional learning has focused on implementing Eureka Math with fidelity.

A variety of formats are used to provide time for professional learning. These include one hour delays, bi-weekly two hour staff meetings, monthly half days and quarterly grade level release time for data analysis. Data analysis continues in grade level teams who monitor student progress towards collective wildly important goals. These teams meet weekly in professional learning communities to discuss student learning and instruction.

Impact on teacher and administrator preparation and growth is evident through results of feedback surveys and classroom practice. Dearborn staff has implemented the google form feedback practice to collect perception data on the level of satisfaction of PD content and delivery. Impact at the classroom level is measured through the district school improvement tool which assesses the level of implementation of instructional practices as well as daily walkthroughs, PLCs and teacher evaluation using the Danielson framework.

4. School Leadership:

We believe Charles A. Lindbergh Elementary flies the spirit of success when all students and staff work together collectively as leaders. A core paradigm of the Leader in Me (LIM) program is that everyone is a leader. This is the inspiration for the school's leadership philosophy. Leadership is shared with each staff member serving a leadership role within the school. Each staff member serves on a LIM action committee aligned with one of the LIM core paradigms. Through this work, teacher leadership teams strive to ensure continuous school improvement and attain the designation of lighthouse status for the school. The LIM lighthouse school designation is awarded to schools who demonstrate mature implementation of the LIM program yielding positive results. Additionally each staff member is a member of a district level committee and serves as the building leader on that topic.

A leadership team comprised of the building principal, instructional coach, Title I interventionist and resource teachers meets weekly to support the building's initiatives. With a data focus, this team meets to discuss current developments, best practices and how to continue to develop areas of growth. This team also leads teacher groups in data based instructional dialogues to examine and determine how to respond to student data trends. These meetings have a goal of building teacher data analysis capacity and focus on supporting growth of all students. Grade level teams continue this dialogue in weekly PLC meetings.

Students are empowered to participate in school leadership. Students hold leadership roles throughout the school and within their own classrooms. Students have the opportunity to join two leadership bodies (Student Lighthouse and National Elementary Honors Society) within the school. Through these groups the school gets a student perspective on how to improve implementation of leadership practices and the 7 habits. Students also provide leadership by planning student events, assemblies, and community service opportunities.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Charles A. Lindbergh Elementary utilizes multiple strategies and student supports to ensure our students are successful both in the classroom and outside of it. Although there are many practices that contribute to our school's success, our adoption of the Leader in Me and the implementation of the 7 habits have had the greatest impact. The five core paradigms outlined in this program, have become foundational to who we are and how we behave as a school community. This shift in the beliefs of staff, students and families has transformed our school's culture, yielding success in all areas.

One paradigm shift was developing the belief that everyone both within and outside of school has the capacity to be a leader. This belief has built a sense of shared leadership amongst the whole school community. The first three habits focus on the individual and the control that we have in what our decisions are and how those decisions shape who we are as individuals. They stress the importance of beginning with the end in mind, prioritizing what needs to be done first so that goals are achieved, and being proactive. We then shift our focus to begin looking at how each of us plays a role in society and how our choices and decisions impact the greater community. The students and staff spend their day immersed in working collaboratively with a common understanding that in order to be successful there need to be compromises as well as a mutual understanding so that they are able to synergize. Finally, the Lindbergh community refocuses on the individual by "sharpening the saw" which provides one with an opportunity to self renew.