

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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 4 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	13	11	24
K	4	12	16
1	8	3	11
2	11	8	19
3	8	8	16
4	9	18	27
5	8	14	22
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	61	74	135

*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
 - 2 % Black or African American
 - 22 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % 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: 26%

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

In the past year there has been a major construction project in the area. The state highway department is building a new bridge over the Canadian River south of town and some of the influx of students has been children of the construction workers. Logan is also located next to Ute Lake which attracts a large number of retirees. Some of the students included in these figures include grandchildren of retirees in the community who come to live with grandparents for whatever reason or have lived with grandparents and are returning to their parents. The district also attracts students from two neighboring districts because of the quality of the school system. Those students are screened based on the numbers of students in classrooms.

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	19
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2017	116
(5) Total transferred students in row (3) divided by total students in row (4)	0.26
(6) Amount in row (5) multiplied by 100	26

6. English Language Learners (ELL) in the school: 0%
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 45%
Total number students who qualify: 61

8. Students receiving special education services: 16 %
21 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>12</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3
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	0
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	7
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
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 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	96%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

To provide our students with the opportunity to obtain the knowledge, understanding, and skills to become successful adult citizens in our community and society.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

The Village of Logan was established in 1901, after the first railroad bridge was constructed over the Canadian River by the Chicago, Rock Island and Pacific Railroad, and was named after Eugene Logan, a well-known former Texas Ranger who came to the area to work on the new bridge. Logan's economy was built around ranching and agriculture and the arrival of the railroad enhanced the locals' ability to get goods to market. In the early 1960's construction began on the Ute Dam, with Ute Lake State Park being completed in late 1963. Together, these additions added seasonal tourism to the area's agricultural base, as well as served to draw retirees to the area as permanent residents. Located about 24 miles just northeast of Tucumcari along NM Highway 54, Logan is now home to several small businesses, restaurants, gas stations and motels, as well as the dam and state park.

In its history, the community has seen times of economic boom but has also survived times of drought which has adversely impacted the area's agricultural economy and has led to declines in tourism as water levels decreased. Nonetheless, Logan is one of the only communities in Quay County that has gained population in recent years, leading to strong enrollment growth for the local school district.

Logan Municipal Schools, consisting of Logan Elementary, Logan Middle, Logan High, and the new Ute Lake Online Learning Center, has been serving the educational needs of the Logan area for well over 116 years. The first school house opened in 1901, and was soon replaced in 1910 with a bigger building as the community began to grow. Since the beginning, Logan Municipal Schools have remained committed to providing quality educational opportunities for all students by providing healthy and safe learning environments in which students can reach and even surpass ambitious academic goals.

At Logan Elementary School, this feature is what has driven success: it is goal-oriented. Not only do teachers hold high expectations for student growth, Logan students are themselves active participants in goal setting and goal achieving. For example, our youngest students supplement their kindergarten's phonics instruction with goal-oriented individual learning via reading software through Lexia Learning. Our students in grades 1, 2, and 3 set and measure their own progress toward ambitious basal reading goals in I-Station Reading, then further supplement this with independent reading goals, realized through Renaissance Learning's Accelerated Reader 360. Students in grades 4 and 5 set and achieve their individual reading goals in Reading Plus. All of these software tools are classroom-embedded and serve to reinforce the rigorous lessons provided by our elementary faculty.

In mathematics, Logan Elementary School has recently implemented a new mathematics series that is better aligned to the Common Core State Standards. This change was driven by the faculty members' analysis of test results and research on standards alignment. With an eye toward achieving greater number sense, this new instructional design is helping our students reach higher and higher goals. In addition, our younger students utilize I-Station Math to track their continuous improvement, while the older students take advantage of IXL software to reinforce mathematical understanding and enhance operational fluency.

Each of these ambitious goals, whether in reading or in math, are communicated frequently to parents. Furthermore, parents and extended families are invited to support the school's efforts as key allies in the educational process. Indeed, families are not just notified of academic targets but are recruited to assist students in reaching them. Parents are provided written guidance on the new mathematics approach, so that they can assist their children at home. Parents of young readers are likewise invited to monthly family reading nights, at which faculty members provide instruction on how families can reinforce and even extend key reading lessons at home. Parents are also provided copies of student-generated graphs which demonstrate student improvement from the beginning of the school year to present and which indicate the desired gains moving forward. These graphs are discussed in detail during our school's biannual parent teacher conference events, as well as during frequent individual conversations.

This goal-mindedness, of the students and faculty alike, have helped Logan Elementary School earn four (4) consecutive A grades under New Mexico's "A-F School Grading Act." These A grades represent a commitment to student achievement, student growth, and a nurturing culture of student socio-emotional

development.

In addition, Logan Elementary provides every student with opportunities to grow as a whole child, offering weekly fine arts instruction, twice-weekly computer science instruction, and daily physical education. Logan's students thrive both inside and outside the school, excelling in 4-H, in church activities, and in community athletic organizations.

In summary, Logan Elementary School has a strong reputation for academic achievement and for developing leadership and confidence in its students. This reputation continues to make Logan an appealing place for families seeking a positive learning environment for their children!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

Logan Elementary has a split curriculum between the lower and upper elementary classes. Kindergarten, first, and second grade use a comprehensive English language arts program. This curriculum includes both informational texts, and literature. Students use anchor texts to practice analyzing texts through a three-part routine. Trade books are used to help deepen the students' understanding of the big idea. These texts are aligned to the Common Core Standards, which allows the students the opportunity to acquire foundational skills in the reading, writing, listening, and speaking areas. This curriculum was chosen because it utilizes various resources that set the foundational skills needed for emergent readers. The K-2 teachers felt that this curriculum developed students that could analyze texts through the use of repeated readings and skill practice. The kindergarten through second grade teachers use the curriculum's instructional calendar to pace their instruction, which helps them create a smooth transition to the next grade-level.

Third grade through fifth grade uses an integrated literacy program that is aligned to the Common Core Standards. This program is rigorous and includes both authentic literary and informational texts. This program is organized around 4 unit modules. Each student will work through twelve authentic trade books, as well as support text throughout the year. This reading curriculum is back-mapped, and creates rigorous activities that are aligned to the Common Core State Standards. Each day presents students with a new foundational skill, set of robust vocabulary words, and convention skill. Students develop skills in reading, writing, speaking, and listening areas. This curriculum has an online component, which allows students to access interactive texts, assessments, learning resources, and supplemental resources that provide support for the lesson's focus skill. Teachers can use the online component to differentiate, by using the intervention or enrichment activities.

Grades 3-5 teachers chose this curriculum because of the rigor it entails. The teachers like that the reading program uses anchor texts and shorter support texts, as compared to a basal. Since the program is integrated, students are exposed to both the science and social studies content areas through the English language arts content area. This helps teachers incorporate cross-curricular activities during the reading block. The 3-5 reading curriculum includes both print and digital resources.

1b. Mathematics:

Logan Elementary recently adopted a new K-5 curriculum for the 2018-2019 school year. The new curriculum is aligned to the Common Core Standards, and focuses on the mathematical practices. We also liked the focus on number sense and the foundation that is built early on. Each teacher has created a curriculum map/pacing guide to guide their instruction. The teachers then work together to create vertical alignment throughout the elementary. The learning standards are addressed through the daily objectives, which follow a specific schedule. The curriculum is presented in several modules that focus on the progression of skills.

The elementary teachers at Logan Schools use a variety of resources. The curriculum resources include fluency practice, application problems, concept development, student debrief sessions, problem sets, homework pages, exit tickets, and math sprints. The curriculum focuses not only on the answers to mathematical problems, but the process as well. Instead of looking for the correct answer, teachers can utilize rubrics to help them score the process that the student completed when solving the problem.

Logan teachers use teaching strategies to promote problem solving. Modeling is encouraged, so students can show their thinking. Daily fluency practice is presented at the beginning of each lesson. This practice allows students to work at a quick pace, to practice skills that were learned in previous lessons. Once the daily concept is presented to the class in a whole group setting, the teachers use small group instruction to work with students at their level. These levels are based off of the needs of the students per lesson. Teachers also

use manipulatives to give students a hands-on approach to learning, and to build the basic foundation of many of the skills. Students utilize templates and models throughout each module to aid them in their learning.

Mid-Module and End-of-Module assessments are used as formative assessments to help the teacher group students, as well as assign daily work. In addition to the module assessments, teachers use student created rubrics, observation, and peer conferencing as forms of informal assessment.

1c. Science:

The lower elementary teachers implement science into the reading/writing content areas. The teachers create units based off their reading stories and then incorporate the same concepts into their writing. The lower elementary students create writing and art projects based off the concept that they are learning. These projects can be used as assessments in both content areas.

Upper elementary teachers use a curriculum that is aligned to the state standards. The district chose to use this curriculum based in order to prepare students for state testing, and the transition to junior high. The curriculum incorporates experiments, hands-on activities, visual aids, and research projects. Students explore science through the categories of: life science, earth science, physical science, and technology. As the adoption of the new NGSS (Next Generation Science Standards) approaches, teachers are creating projects that are more rigorous and focus on a “big question,” or a phenomenon.

The upper elementary uses unit assessments and project based assessments as a way to create measurable data. This data guides the teacher in creating groups and modifying project requirements. Several of the classes participate in STEM (Science, Technology, Engineering, and Math) projects, in order to provide the students with a problem/solution based learning approach. Students are learning the importance of problem solving.

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

Logan Elementary (grades K-4) uses a cross-curriculum approach when teaching social studies. Social studies is taught through the reading program. Teachers utilize anchor texts that cover the state standards in the social studies content area. Students create projects such as: brochures, maps/charts, narratives, folktales, research activities, news broadcasts, and oral presentations. Teachers use these projects as assessment tools in order to guide their instruction.

Fifth grade uses a Studies Weekly newspaper curriculum that covers information from “Ancient Americas to Reconstruction.” The students can interact with an online component that gives them access to current events, historical documents, videos, primary sources, and a library full of resources. Students work in small groups, individually, and in a whole group setting. As far as pacing goes, each week the students move through a period of history, and use multiple skills to gather information. The curriculum presents a new lesson a week, and is followed by a lesson test. Formal assessments include weekly tests, consisting of multiple choice tests and written responses. Informal assessments used are: teacher observation, and student collaboration activities. The teacher uses the data from the assessments to guide instruction and modify lessons. Students work on projects that include research strategies. This curriculum is used to prepare the fifth grade students for the next level of social studies.

1e. For secondary schools:

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

The Logan Pre-K program serves three and four year old students two days a week each. The core curriculum areas provided are social/emotional development, physical development, cognitive development, and language development. The Early Learning Guidelines are used that align with the NM Kindergarten

Standards within the domains of physical development, literacy, mathematics, aesthetic creativity, scientific conceptual understanding, approaches to learning, and self, family and community awareness. ECOT data analysis is used to track the student's growth through Pre-K and into Kindergarten. These data indicators show the students attending Pre-K are more ready and more successful in the primary grades.

2. Other Curriculum Areas:

Logan Elementary students are involved in other curriculum areas, outside of their core classes. The other areas are: physical education, fine arts, library, and computer coding.

Elementary students attend fine arts once a week for one hour. In art, the students engage in hands-on activities, using a multitude of mediums. The Fine Arts program provides the students with activities that promote cultural exposure, creativity, emotional expression, and the opportunity to express themselves through various forms of art. The fine arts teacher works alongside the elementary teachers to incorporate skills that are learned in the regular education classroom, into the assigned projects. Elementary students participate in two plays throughout the year. Students perform a holiday program in December, and perform a play, put on by Missoula Theater, in May. Participation in the drama program enforces skills in communication, imagination, and self-esteem.

Grades K-5 are required, by district, to participate in a physical education class. The kindergarten, first and second graders go to PE for 30 minutes a day/4 days a week. Grades three through five go for one hour a day/four days a week. The physical education teacher incorporates concepts learned in the classroom into his planned activities. Students create games, lead activities, and collaborate with others. These skills reinforce what the students are learning in the academic classroom. Students take a more physically demanding approach to learning, which touches those students that are kinesthetic learners.

Computer coding classes are offered to students in grades K-5. This program empowers kids to use problem solving skills, sequencing, and critical thinking. Students are in control, and work at a pace that is challenging, yet achievable. Logan Elementary uses two different programs to teach the students. Students in the primary grades use a coding program that involves coding with a character, and is more teacher led. Students work towards the same goal, but are given more direction. Upper elementary students use a higher level program, to prepare them for the next level. This program is more student driven. As the student learns the proper coding techniques, they can progress through different projects at a pace that is suitable for them. Coding allows students to experiment and use problem solving skills to build mastery in areas like: counting, sequencing, cause and effect, and critical thinking.

3. Special Populations:

Logan Elementary meets the needs of diverse learners by communicating high expectations with the students. Teachers, students, and parents work together to create an environment that encourages success from all students.

Elementary students that are falling below grade level, and require intervention in the reading content area, participate in an intervention program called "Reading Adventures." Here, students receive instruction, from a reading coach, in a small group setting. Students that qualify for this program are selected by their achievement levels in Istation, Partnership for Readiness for College and Careers (PARCC), Reading Plus, teacher observation, and other curriculum assessments. Teachers analyze student data and track student progress to help with placement of these individuals. The reading coach and regular education teacher collaborate throughout the year to ensure that student needs are being met, and to make adjustments in the service that is provided.

Various instructional methods are practiced to meet the needs of diverse students. Teachers implement strategies such as: small groups, one-on-one assistance, leveled groups, progress monitoring, and peer mentoring to ensure that the students' needs are being met. Teachers utilize the resources to help them instruct students at all levels. The reading and math curriculum that is used offer both intervention, and enrichment kits. These resources allow teachers to provide levels of instruction as needed. As skills are

taught and assessed, the regular education teacher can analyze the data and set student learning goals/outcomes. Assessments used are both informal and formal. Elementary teachers have adapted many techniques to assess students on specific skills, while using different forms of assessment. Teachers use Exit Tickets, white boards, think-pair-share, and student led activities as a way to quickly assess the students' understanding. This allows the teachers to place students in leveled groups, or assign activities that are tailored to the needs of the students. Progress monitoring is used in the grades K-3, for Tier II and III readers (as identified on IStation assessments). Grades 3-5 use assignments through the Reading Plus program to strengthen areas/skills that students are performing low in.

Students with disabilities spend most of their day in the regular education setting. Logan Elementary is an inclusive, which ensures that the students are learning in their least restrictive environment. The elementary team and administrators feel that students learn best when they are with their peers and inclusion gives all students the opportunity to excel. Special Education teachers, regular education teachers, and educational assistants work with students that are on an Individualized Education Plan (IEP) to ensure that these students' needs are being met. When students require more individualized instruction, they work in a small group setting with the special education teacher, in a pull out setting.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Logan Elementary School supports the “whole child” by meeting students’ nutritional needs, health needs, social/emotional needs, and academic needs. First, the school provides every student a free hot breakfast and free afternoon snack to help mitigate any hunger-related barriers to learning. The school also leverages state and federal funds to employ a full-time school nurse who administers medications and provides acute treatments, as needed. A number of the school’s teachers have completed training in “Capturing Kids’ Hearts” and implement this program’s strategies to promote positive relationships between students and their teachers and classmates. Finally, Logan Elementary School employs a reading intervention specialist who provides daily reading support to our most struggling learners, as well as coordinates monthly family reading nights where students and their parents can learn strategies essential for improving reading proficiency at home.

Logan Elementary School faculty members are not simply treated as recipients of information about the profession and about their particular programs, but they are active participants in learning about and improving each program. For example, while many area schools simply send a reading coordinator to quarterly trainings on the state’s I-Station reading assessment, Logan has extended to all of the teachers the opportunity to attend, so that they get the information firsthand and have the chance to ask questions and make critical connections with assessment team members.

Our elementary teachers also make key contributions to decisions about instructional materials. Historically, Logan’s elementary had always adopted a uniform curriculum schoolwide, but when our K-2 faculty and 3-5 faculty recommended different ELA programs, identifying each program as more beneficial for their particular grade levels, the administration and board embraced the teachers’ suggestions and adopted the teacher’s recommended instructional materials. Likewise, when a teacher-requested training revealed that the school’s elementary math curriculum was not well-aligned to our state’s standards, the administration authorized the teachers to acquire and implement a new curriculum which has already begun to enhance student number sense and mathematical thinking. Faculty input is truly valued, and the teachers providing it are respected and supported by the school and community!

In addition, faculty members contribute to district decision-making through service on committees tasked with interviewing new applicants, designing instructional calendars, enhancing campus security, and selecting textbooks. Several teachers also serve in leadership roles, including head teacher, booster club officer, and state-district teacher liaison.

2. Engaging Families and Community:

Although Logan community is small, they are very supportive and involved in Logan’s youth. The elementary students have many opportunities throughout the year to get involved in community activities. Family engagement and community involvement is a priority at Logan. One of the ways families are encouraged to get involved is through a program called “Reading Nights.” Here, students and their parents spend a few hours reading together and taking reading tests on the books they are reading. Food and drinks are available for those that attend, and prizes are awarded at the end of the year for those students that have been involved. This incentive based approach keeps the students motivated to come, and the kids love spending the quality time with their parents. This gives the parents time to sit and read with their students, and encourages reading at home. Teachers attend the “Reading Nights” in order to engage with parents and be there as a support. Logan Elementary works hard to have at least 90% attendance rate at Parent/Teacher Conferences.

The students are involved in many different activities involving the community. Most recently, one of Logan’s retired elementary teachers came back to share her first children’s book. She met with each class, read her book to the students, signed autographs, and asked each student to help her write her next book. Students were given a coloring page and several classes have used the book as a writing assignment. The

elementary students also participate in a presentation with the local EMT, Fire, and Police training. The students are able to meet the emergency workers, ask questions, look at their tools, and tour the emergency vehicles. The students at Logan also work with the local businesses to participate in activities such as: Pee Wee basketball tournaments, poster contests, letters to veterans, cards for Dr. Seuss' birthday, local, district, and state Spelling and Reading Bees.

Family and community involvement are a priority at Logan. The activities create a culture for learning at Logan Elementary School. The students learn how important it is to be an active member in their community, as well as in the classroom. Our elementary students grow up to have pride in and respect for their community. This involvement has a long-lasting effect on the youth at Logan Schools.

3. Professional Development:

All decisions about professional development are designed to support teaching and learning. Teachers frequently have input into the content and style of the district's professional development. Elementary faculty specifically requested training last year on student achievement data analysis, resulting in the administration contracting with a team of specialists to visit the district on multiple occasions. The training then exceeded expectations by not only helping teachers analyze their own students' data but by revealing the need to examine data schoolwide and to explore curricular gaps exposed by this important exercise in data analysis.

The district superintendent and school principal collaborate with school faculty members (via inservice training and frequent classroom walkthroughs) to maintain high academic standards. In addition, these administrators also lead a rotating team of district teachers annually to attend the national conference on differentiated instruction. Participants then return to campus and share strategies with their colleagues, reinforcing the campus commitment to differentiation. This focus helps equip and empower teachers to design instruction that correlates to each student's present level and academic goals.

In addition, the district administration and the administration of the local regional cooperative have reached out to speakers from the national conference to help lead professional development on our campus as well as in regional meetings in areas where teachers have voiced a desire for improvement. Bringing in these nationally recognized speakers for professional development has been a very valuable resource for our staff covering different avenues of differentiated instruction.

The administration and local governing board also watch for opportunities to enhance learning opportunities. Several sessions at last spring's National School Boards Association conference focused on the growth of computer science (ie, coding) instruction for students as young as kindergarten-age. In response, Logan Elementary purchased devices and assigned a computer teacher to provide biweekly coding instruction to students in grades K-5. Two teachers were sent to statewide professional development on instruction in computer coding to enhance future instruction within the school district.

Over the past several years teachers have been sent for off campus instruction and professional development in multiple areas including math instruction, reading assessment, PreK instructional practices, and reading intervention strategies just to name a few.

4. School Leadership:

The administration, faculty, and staff of Logan Elementary School are governed by the belief that all children can learn—and therefore all children do exactly that!

All decisions are designed to support teaching and learning. For example, teachers frequently have a say in the content and style of the district's professional development. Elementary faculty specifically requested training last year on student achievement data analysis, resulting in the principal and superintendent contracting with a team of specialists to visit the district on multiple occasions. The training then exceeded expectations by not only helping teachers analyze their own students' data but by revealing the need to examine data schoolwide and to explore curricular gaps exposed by this important exercise in data analysis.

The curricular gaps turned out to be caused by misalignment between the school's chosen instructional materials in mathematics and the state's content standards. This led to a teacher-driven change in these instructional materials to a different program that is fully aligned to standards and is already producing better student achievement results.

The administration and local governing board also watch for opportunities to enhance learning opportunities. Several sessions at last spring's National School Boards Association conference focused on the growth of computer science (ie, coding) instruction for students as young as kindergarten-age. In response, Logan Elementary purchased devices and assigned a computer teacher to provide biweekly coding instruction to students in grades K-5. We are finding that the students are not just learning computer science, but they are learning that the algorithmic thinking that underlies coding also benefits them in mathematics, science, and other content areas. Logan is not just teaching students WHAT to think... we are teaching them HOW to think.

The district superintendent and school principal collaborate with school faculty members (via inservice training and frequent classroom walkthroughs) to maintain high academic standards. In addition, these administrators also lead a rotating team of district teachers annually to attend the national conference on differentiated instruction. Participants then return to campus and share strategies with their colleagues, reinforcing the campus commitment to differentiation. This focus helps equip and empower teachers to design instruction that correlates to each student's present level and academic goals.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Logan Elementary School is strongly goal-oriented. While most schools can say this about their faculty—that teachers hold high expectations for student growth—Logan students are themselves active participants in goal setting and goal achieving. For example, our youngest students supplement their kindergarten’s phonics instruction with goal-oriented individual learning via reading software through Lexia Learning. Our students in grades 1, 2, and 3 set and measure their own progress toward ambitious basal reading goals in I-Station Reading, then further supplement this with independent reading goals, realized through Renaissance Learning’s Accelerated Reader 360. Students in grades 4 and 5 set and achieve their individual reading goals in Reading Plus. All of these software tools are classroom-embedded and serve to reinforce the rigorous lessons provided by our elementary faculty.

In mathematics, Logan Elementary School has recently implemented a new mathematics series that is better aligned to the Common Core State Standards. This change was driven by the faculty members’ analysis of test results and research on standards alignment. With an eye toward achieving greater number sense, this new instructional design is helping our students reach higher and higher goals. In addition, our younger students utilize I-Station Math to track their continuous improvement, while the older students take advantage of IXL software to reinforce mathematical understanding and enhance operational fluency.

Each of these ambitious goals, whether in reading or in math, are communicated frequently to parents. Indeed, families are not just notified of academic targets but are recruited to assist students in reaching them. Parents are provided written guidance on the new mathematics approach, so that they can assist their children at home. Parents of young readers are likewise invited to monthly family reading nights, at which faculty members provide instruction on how families can reinforce and even extend key reading lessons at home. Parents are also provided copies of student-generated graphs which demonstrate student improvement from the beginning of the school year to present and which indicate the desired gains moving forward. These graphs are discussed in detail during our school’s biannual parent teacher conference events, as well as during frequent individual conversations.

The students and staff of Logan Elementary School focus on setting and achieving lofty academic goals, believing that anything is possible. They truly embody this quote from motivational writer Karen Casey: “One part at a time, one day at a time, we can accomplish any goal we set for ourselves.” By constantly striving to set and achieve ambitious goals, Logan students continue to discover their unlimited potential.