

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 Ms. Michele M. Trawicki

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

Official School Name Marcy Elementary School

(As it should appear in the official records)

School Mailing Address W180N4851 Marcy Road

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

Menomonee Falls WI 53051-6599
City State Zip Code+4 (9 digits total)

County Waukesha County

Telephone (262) 781-8283

Fax (262) 781-6028

Web site/URL

https://www.hamilton.k12.wi.us/schools/marcy/

E-mail trawmi@hamilton.k12.wi.us

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Paul Mielke

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail mielpa@hamilton.k12.wi.us

District Name Hamilton School District Tel. (262) 246-1973

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

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Gabe Kolesari

(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	41	42	83
1	50	52	102
2	47	46	93
3	47	65	112
4	45	49	94
5	49	57	106
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	279	311	590

*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
 - 13 % Asian
 - 6 % Black or African American
 - 5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 70 % White
 - 6 % 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: 2%

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2017	610
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

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

Chinese, Hindi, Korean, Panjabi, Serbian, Spanish, Telugu, Turkish, Urdu

7. Students eligible for free/reduced-priced meals: 14 %
Total number students who qualify: 85

8. Students receiving special education services: 11 %
67 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>2</u> Autism | <u>10</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>2</u> Other Health Impaired |
| <u>3</u> Developmental Delay | <u>3</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>42</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: 11
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
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.	10
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 24:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	96%	97%	96%	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.

We Inspire Dreams, Celebrate Learning and Embrace the Future Together. This staff generated statement embodies our mission to help all student achieve excellence!

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

Marcy Elementary is a K-5 school grounded in a tradition of excellence. From our humble beginnings as a one-room, rural school in 1888 to becoming a high-performing, suburban school, the roots of high standards have not changed. Marcy is one of seven schools in the Hamilton School District. Located west of Milwaukee in northern Waukesha County, the district serves 4,831 students who come from six municipalities. Marcy's inclusive community embraces the increasing cultural and economic diversity of our student body. Marcy Elementary serves 590 students: 70% White, 13% Asian, and the remaining 17% African American, Hispanic or other race. Since the Wisconsin State Report Card was first implemented in 2011, Marcy has earned the highest rating of "Significantly Exceeds Expectations" every year. Our focus over the years on high academic expectations as well as providing a safe, welcoming environment has paid dividends.

At Marcy we embrace traditions. One of the most treasured traditions is our annual Veterans Day assembly. Six hundred students gather to honor those who served our country and their families, and our veterans appreciate the respect shown to them. Additionally, hundreds of people support family fundraising events, such as our Fun Run and Marcy Carnival, which run seamlessly because of committed parent and community volunteers.

Our staff does not take lightly the responsibility of educating students to help them reach their full potential. With decreasing budgets and increasing class sizes, we embrace our challenges as a family – working as a team to capitalize on available resources. Many of our processes and structures have been built to support every student's unique needs and learning style. As a staff we have invested in developing best practices in both academics and social-emotional development. Multidisciplinary teams meet continuously to analyze data and plan for adjustments to instruction which may be delivered one-on-one, in small groups or whole class. Planning is done with grade level cohorts and with the guidance and support of resource teachers and administrators. Sharing ideas among teams and from other teachers who are finding success is key to promoting student growth and developing our own toolbox of strategies.

Our annual site plan is informed by the latest research and information regarding best practices in education. Our building leadership teams analyze annual data to help us monitor our practices and make necessary adjustments to the previous site plan. Once the building leadership team has developed a plan that identifies strengths and greatest needs for growth, the grade level teams begin their planning. Teams work in consultation with specialists, special education teachers and administrators. We collaboratively identify the next steps for improvement, always considering the continuum of instruction from individual learners to whole group instruction.

District initiatives are included and implemented into our site plan with careful consideration. Our school is often a step ahead in the implementation of these initiatives allowing us to customize the direction to best fit our learners. We never accept a new curriculum or initiative without first considering the purpose. Is it something that will further our students' development as learners and citizens? We delve into the research to determine the best implementation based on fidelity to the curriculum and relevance to our students. During monthly instructional team meetings, we engage in learning conversations about our goals and direction utilizing protocols. The protocols help us respond to current questions and build upon each other's strengths.

School culture is foremost in what makes Marcy great! The saying "Choose a job you love, and you will never have to work a day in your life," is especially applicable to Marcy. Marcy teachers are not merely workers; they are educators who nurture our students. Teaching is truly a passion and a calling. Marcy staff members are invested in their own development so that they can provide the best environment possible for our learners. Whether a paraprofessional, custodian, or teacher, we are a cohesive team. We share in the most mundane duties and embrace the most complicated challenges. Students see us working together to be our best so that they can be their best. The relationships we build with our students, community and staff are what cement us in continually reaching higher levels of achievement. We reach beyond excellence and work towards what is possible. Students want to be their best because we strive to be our best.

Marcy Elementary is a very special place to learn and grow for students and adults. Our excellence begins with direction and support from our building administrator and continues with our students, staff, and parents. We are a community of learners invested in everyone's success!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

A solid foundation based on a rigorous curriculum is key to a child’s success. Providing developmentally appropriate, engaging and challenging lessons is important beginning with a student’s earliest school experience at Marcy Elementary. Our team of teachers work diligently to deliver instruction in a positive environment that provides opportunity for student voice. Whether it is large group instruction or one-on-one tutoring, our teachers build their lessons around best practices and individual plans for growth. Although our student focus is literacy and mathematics, other curricular programming complement those areas.

Our standards-based literacy instruction is delivered through the reader’s and writer’s workshop model. Our daily lessons are aligned with the common core standards and cycled throughout the year with a goal of mastery in all ELA standards. Teachers work to pull from a variety of resources to craft authentic learning experiences to meet unique needs of each class. Our instruction is built around several resources including Benchmark Literacy and Being a Writer. Data is analyzed frequently so that students are always provided responsive instruction. Whole group instruction provides opportunities for explicit, direct instruction of grade-level concepts, skills, and strategies. Teachers regularly meet with students in small, guided groups as well as one-on-one to understand where students are and guide them toward the next level of learning and understanding. Teachers provide authentic, actionable feedback as well as facilitate goal-setting conferences to help grow our readers. We value choice and support our students as they self-select texts for independent reading. Students are immersed in grade-level texts through read-alouds in content areas. Universal and tiered instruction provide a comprehensive literacy program that capitalizes on students’ strengths and builds proficiency.

Marcy’s approach is unique in that we have a team that meets monthly with each grade level to reflect on how we, as a community of educators, are best meeting students’ literacy needs. This diverse team uses the time to analyze data, problem-solve areas of need, and celebrate areas of success. We truly work as a team to ensure that all students receive the highest quality instruction. Marcy employs a full-time reading specialist and four part-time literacy interventionists to provide interventions for Tier 2 and 3 students. The interventions are monitored and progress is regularly shared with parents. Our collaborative approach to literacy provides exposure to a variety of literature, meaningful feedback, and authentic goal-setting, which allow students to take charge of their own progress.

1b. Mathematics:

Our promising mathematicians are continually building and expanding their understanding of number sense, measuring, data gathering, reasoning, and problem-solving. Students are given the opportunity to participate daily in hands-on learning experiences and real-life problem-solving. “Grit” has become a familiar term among our students as they persevere in all subject areas, but particularly in mathematics.

While Everyday Math 4 is the curriculum resource, Marcy teachers supplement this curriculum with other resources. Teachers delve deeper into math common core standards and provide memorable hands-on activities and enrichment opportunities. The curriculum is frequently presented in a workshop format, and math talks are a common occurrence in many classrooms throughout the building. Math facts are targeted daily to increase fact fluency and automaticity. Math standards are also presented in a spiraling cycle so that concepts are reviewed multiple times throughout the year.

Our universal screener, Measurement of Academic Performance (MAP), is used in identifying students for acceleration as well as those needing extra support or RtI interventions. Students scoring below the 40th percentile receive additional small group instruction to reteach and strengthen foundational skills. Those with consistently high scores are considered for acceleration.

Our Math Room -- which houses resources, games and activities -- is available to all students and teachers. This learning lab serves Tier 2 and 3 students daily, as well as mathematics skill groups and Math Exploration (ME) time for all classrooms. ME time gives students the opportunity to explore a topic at a deeper level each quarter through hands-on activities. Topics students have explored include measurement, spatial relationship, money, and logic. Providing ME time allows all students to experience mathematics in a variety of ways while interacting with their peers and math interventionists.

Consistent mathematics language is used and built upon throughout grade levels. The seven strategies of “Making Math Easy” are the foundation for problem-solving. Posters of the seven strategies and other mathematics concepts are visible throughout and integrated into curricular and specialty areas whenever possible. Making mathematics visible is the goal at Marcy!

1c. Science:

Our young scientists explore the world’s natural phenomena to gain a better understanding of the world. Starting in kindergarten and continuing through fifth grade, students interact with science principles through inquiry-based activities, observe and solve real-life problems using scientific evidence, and develop engineering skills through S.T.E.M. challenges. Our teachers and PTO have been consistent advocates for filling classrooms with rich scientific literature and interactive models (the solar system, water table, real gardens co-managed by students, etc.), and participating in field trips that allow kids to access science outside of our school grounds. When appropriate, mathematics skills such as measurement, graphing, and formulaic calculations are integrated into science or engineering lessons. Despite science being heavily integrated with mathematics and non-fiction reading skills, students’ access to science is not limited by their ability to read, write, or learning proficiency; our teachers are skillful at modifying activities and assessments so that all students are able to participate and demonstrate their understanding of key scientific concepts. All teachers have been recently trained in Next Generation Science Standards (NGSS) and are developing their skills in using Backwards Design process for aligning NGSS, curriculum resources, and formative and summative assessments. The NGSS standards are based on both process and content standards. Students not only learn content specifics, but also the processes that drive the understandings in science. In choosing new resources for science, our teachers were extremely thoughtful and selective about which resources they wanted to pursue. The collective belief from our teachers was that students needed to be experiencing science consistently in a hands-on way, using technology only as a tool, and finally, finding resources that revolve around deepening students’ understanding of key concepts versus skipping from topic to topic to simply cover a lot of material. We hope that by building a solid foundation in science and engineering concepts, our students will be prepared to be global citizens who are curious, critical thinkers, and creative problem-solvers.

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

Social Studies allows students to develop different perspectives, a sense of community, and an understanding of their place in the world. Our mission is to develop engaged citizens who foster social understanding and civic efficacy. We focus on five essential learning targets and apply them to different content themes as kids move from grade to grade. During their time at Marcy, students gradually expand their worldview as they learn about family, local community, state, country and the world. Students develop their understanding of physical and cultural geography by studying the earth and the interactions of people with places where they live, work, and play. We examine history as noticing change and continuity over time in order to develop a historical perspective and analyze contemporary issues. Students learn the basics of political science and their duties as an American and global citizen. Students are introduced to economics and study how production, distribution, exchange and consumption concepts are impacted by the natural resources and culture of a region. Finally, students will explore the factors that contribute to an individual’s uniqueness and their influences on self and others. In regards to assessment, teachers use the curriculum that was created by teachers and administrators in the Hamilton School District in order to design formative and summative assessments that address the learning targets for each unit. Students often demonstrate their understanding of social studies standards paired with opportunities to practice their communication skills of writing, speaking and listening. Teachers strive for students to have access to authentic experiences through virtual and traditional field trips. Students often use primary sources, and even have active roles in the

community by raising money for local Veterans on, wells in Africa, and our local charities. Above all, we hope that Marcy is a place where we can model being a part of a productive community.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Our students are provided with a variety of specialty area classes that enhance the academic curriculum. Kindergartners through fifth-graders participate weekly in 3 sessions of fitness education, 2 sessions of general music, one session of art, 2 sessions of technology, and 1 session of library. Often, a child's passion and strengths are discovered when participating in one of our specialty area classes. These experiences help lay the foundation for our children to become well-rounded individuals who respect and appreciate the arts. Furthermore, they provide an opportunity to showcase their talents through concerts, performances, and art displays.

Student thinking and judgement are shaped through visual art, general music, choir, and band classes at Marcy. Arts education develops students' real-world critical and creative thinking skills by requiring flexible thought and risk-taking. Children are provided opportunities to engage in modes of thinking that increase their capacities for feeling, understanding multiple perspectives, and interpretations of the world around them.

In general music, students perform, describe, and create through the medium of sound in ways that are innovative and engaging. Whether playing instruments, singing, or moving, interactive learning is key to developing student understanding. Reading music notation, encouraging sensitivity to music and culture, and establishing connections to the broader curriculum further enhance students' educational experience.

Students develop an appreciation for art while developing their own creative skills. Marcy students begin their journey in visual arts by exploring a variety of media while learning about art history, artists, different cultures, and techniques. Student art creations are often connected to a curricular area of study. It supports their growing knowledge while allowing them to reflect on the impact art has on our society. Through exploration with clay, paints, papier-mâché and drawing, students discover how elements of art such as shape, line, and color come together to create a message. This opens a door to using their imagination to not only express themselves but to be problem-solvers and observers of the world around them. Art class is also a key component to their social-emotional growth. It allows them to connect with their feelings, moods, and preferences. They learn what is pleasing to their eye, how to persevere, and to appreciate the effort that others put into their creations. Students discover there are many ways to view and interpret the world, which in turn make differences beautiful.

In physical education class, students develop a lifelong appreciation for an active lifestyle. Our greatest goal is to lay the foundation of wellness habits that will endure well into adulthood. Three times a week students have the opportunity to develop habits that promote leadership, teamwork, sportsmanship, and wellness. Fitness education instructors teach rules to numerous games as well as an introduction to basics skills and strategies needed to participate in a variety of sports. Outside of structured gym time, physical education teachers help develop games that groups can play together during recess to support sportsmanship, fitness, and problem-solving.

Technology instruction is part of all students' core offerings at Marcy. Weekly, students participate in technology lessons that range from basic computer skills to tools that aide instruction and introductory coding skills. These engaging lessons introduce students to ways that technology can enhance their schoolwork and simplify their lives. Developing an understanding of their digital footprint and safe use of

technology is key to building these foundational skills. Our technology committee regularly meets to explore ways to grow and encourage adult learners so that they can best meet needs of students. We want staff and students to be wise explorers and users of technology.

Finally, we are fortunate to have a beautiful library with an excellent selection of fiction and non-fiction texts. Students visit our library weekly to check out books for themselves or their book buddy, a younger reader who they read with bi-monthly. Students also participate in a library lesson two times per month with our librarian. He spends much of his time with kids introducing them to new books, new authors, and genuinely getting kids excited about literature.

3. Special Populations:

Our universal instruction begins with standards-based lessons designed to meet unique needs of each learner. Teachers differentiate lessons, provide small group instruction, and confer with students one-on-one. We encourage students to be self-reflective during learning so they become capable of sharing their strengths, interests, and challenges. Inevitably, there are students who need additional supports that cannot be provided by the classroom teacher. When that happens, systems and resources are in place that allow teachers to advocate for kids when they notice a problem, whether it is academic or social-emotional.

Our Child Assistance Team consists of classroom and special education teachers, interventionists (reading, math, and English language specialists), school psychologist, counselor, families, and administrators. This team meets weekly allowing us to be actively invested in researching and planning instruction for students. This collaborative team approach provides students with a seamless delivery of support services.

Three times per year, students complete an academic screener. Students in first through fifth grades complete NWEA Measures of Academic Progress (MAP) assessments in mathematics and reading. Students in kindergarten through second grade participate in the Phonological Awareness Literacy Screener (PALS) assessment. These scores are analyzed alongside Fountas and Pinnell running records, district benchmark assessments, and teacher input.

Based on this analysis, students may participate in Tier 2 or 3 interventions. Tier 2 interventions are administered in small groups to students who perform below the 40th percentile on our universal screener and below grade level on their running record. In mathematics, interventions are put in place for students performing below the 40th percentile on MAP or below level on district benchmark assessments. Tier 2 interventions are evidenced-based programs with proven success records. This instruction is delivered four times per week for 30 minutes at a time that does not interfere with core curriculum instruction.

Tier 3 instruction is delivered to students who have significant needs in literacy or mathematics. Tier 3 instruction happens daily for a minimum of 30 minutes, usually in a one-on-one setting. Interventionists are trained in specialized programs proven most effective for students with specific needs. Student progress is monitored using our CBM progress monitoring tools. Both Tier 2 and 3 instruction is in addition students' primary classroom instruction. Goals are developed with support of resource specialists, administrators, and classroom teachers. Students whose educational needs qualify them for special education services receive benefits of classroom instruction alongside instruction needed to meet their individual education programs. Intensive progress monitoring and individualized instruction help us close the gap we see with this population of students. Progress on all interventions is shared with parents so parents can support students at home.

This same process is used for students scoring above the 90th percentile in English language arts and mathematics. Students are provided enriched and accelerated options to further their academic progress. Students' progress is monitored and frequently shared with students and parents, allowing for targeted goal-setting. Collaborative analysis and planning are key to success for all students.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Marcy Elementary is a special place beginning the moment you walk through our doors. A feeling of warmth and acceptance embraces everyone as they recognize the strength of our Marcy community. Our staff has worked to break down barriers so that we are an inclusive school where we model growth and empathy in our own lives personally and professionally. At the beginning of each day, you will find administrators and staff members greeting each child who enters our doors. Our day ends in the same way, wishing children a good evening, hugging and high-fiving them as they load the buses. We are committed to providing a safe, positive environment for all students.

We believe that to be our best, we need to be our best together. At Marcy we give a new meaning to the term family, by cultivating a team of teacher-learners who lead by example. We work collaboratively with parents and students to be sure that everyone feels valued. This begins with relationships we build among our staff members. Trust and respect are cornerstones of our staff. We each bring unique gifts and our goals are to capitalize on them.

Positive Behavioral Interventions and Supports (PBIS) is the vehicle in which we build our positive school culture. This is a systematic approach that is most successful when expected behaviors are modeled, supported, and celebrated. Each day we embrace our students and strive to first understand the child, and then help them develop passion for the world of learning. We want our Marcy community to flourish based on our relationships and high expectations. Our students need a balance between social-emotional development and academic achievement to become well-rounded citizens. Our vision for Marcy is that we are a team of leaders and learners that grows alongside our students and their families.

2. Engaging Families and Community:

The Marcy Elementary faculty recognizes the importance of nurturing our relationships with families and communities. Multiple events are held throughout the school year. Families attend activities such as math night, LEGO night, movie night, tailgate parties, and our Marcy carnival. Each of these events brings people together to celebrate our students and enjoy the comradery of a close-knit community.

Communication is key to everything we do at Marcy. Teachers communicate through teacher-facilitated websites. The sites are updated continually so that parents have up-to-date information about classroom, grade level, and all school activities. We have found that electronic communication works, but our community still desires a personal touch. Often teachers make personal phone calls to update parents about a student's progress or to celebrate an accomplishment. Parents are welcomed to Marcy in August to a meet-and-greet where staff are present as families stop by to drop off supplies and meet their teacher. This is followed up by parent information sessions and later parent-teacher conferences. Conferences are student led at several grade levels. This allows us to communicate through the eyes of their child.

Our active Parent Teacher Organization (PTO) meets monthly with the school administrator and holds general information meetings for parents three times a year. The topic at general meetings always supports school initiatives: mindfulness, friendship, technology, or cyber safety. The school administrator is present at all of these meetings to share in conversation and answer parent questions. Our fundraisers are immensely successful in raising money to support school needs. It is not uncommon for this group to raise more than \$20,000 during our carnival and annual fun run.

Our community is present at Marcy in many different ways. We have a large senior volunteer program. Senior citizens volunteer weekly in our classrooms, write pen pal letters to our fourth-graders and mentor our young learners. Area professionals have shared their job expertise through in-school fieldtrips. The community has supported our gardens as they were developed by donating plants. Our Veteran's Day assembly welcomes countless community members each fall as we celebrate and honor area veterans. We

have seen increased school achievement due to the close connections and the support we receive from our community and families. Students know we are working together for their success!

3. Professional Development:

For our students to be successful learners, we must make learning a priority for them and our staff. Staff meetings and professional development opportunities are facilitated by teachers based on staff feedback and aligned with both our district strategic plan and school site plan. We listen to each other and our students to plan for professional development based on current needs and best practices. With administrative support, teachers generate ideas and plan meetings throughout the year that allow our team to have continual learning opportunities.

We have set up systems that allow our teachers to work together as collaborative teams. Instructional team meetings – consisting of classroom teachers, resource teachers, special education teachers and school counselor – take place twice a month for each grade level. During these meetings, we discuss student progress through the lens of learning protocols. This allows us to review grade level data to analyze individual progress and design interventions through shared voices. The ultimate focus of learning conversations is to highlight strategies that can be used to enhance our tier 1 universal instruction for all students.

Each week the school administrator publishes a weekly memo, which includes a current article based on interest, research, or a current trend in education. The articles are not required reading, but rather an invitation to broaden staff's perspective. Oftentimes a teacher will share an article that focused on a particular strategy or practice, a light-hearted read, or a motivational article to help keep us grounded. This collective approach to sharing our reading allows us to keep on top of the latest news in education. Marcy is a building of leaders by design. We believe that we are only as successful as the person standing next to us. We have taken time to discover gifts each staff member brings to the table and encourage them to share through mentoring, facilitating staff meetings, running a book club, or setting up an informal gathering. Staff members hold their own voluntary staff development each summer. A menu of opportunities is developed which is then shared with our staff and any other interested individuals in our district. We have found this type of grassroots initiative to be highly successful in promoting our learning.

As a staff, we believe that effort we put into our own development has an immediate and direct impact on student achievement and our own career satisfaction. Our professional development work has allowed us to explore key components of closing the achievement gap. Each year we closely analyze data available to us. Our school report card has been in the "significantly exceeds" level each year. Our MAP testing fall-to-spring growth indicator shows that more than 68% of our students are meeting their growth target in reading and math. As a team, we are relentless in our drive to help all students reach their potential through our collaborative approach.

4. School Leadership:

The building administrator's leadership style is built on the belief that shared leadership is key to effectively balancing many systematic needs of an elementary school. During her 11 years at Marcy, she has worked to build a cohesive staff in which everyone contributes to leadership responsibilities. She firmly puts students first in all discussions and then supports that priority through collaborative practice.

The Marcy community is guided by our beliefs and values surrounding students being our top priority. Decisions and actions are based on what is best for each student, not what is best for adults. Focus on individual student strengths has helped our scores continue to be at the top of the county and near the top of the state. Collaborative decision-making is facilitated through several different collaborative teams at Marcy. The professional development committee works with the building administrator to plan in-service opportunities for our building, faculty meetings, summer curriculum, and culture work. This collaborative approach allows our professional development to be built from the ground up based on teacher needs, ideas, and passions. Our PBIS committee develops cultural and management guidelines based on our building behavioral data. Work of this committee has allowed us to have a proactive structure in place that

permits us to focus on learning instead of management. Instructional meetings work in conjunction with Child Assistance Team (CAT) meetings that provide collaborative time to brainstorm and problem solve around a particular child's challenges. The building leadership team constructs our site plan, implemented through grade level instructional teams in collaboration with our specials and special education teams. Teachers volunteering their time and talent comprise these teams. Our instructional team meetings are organized around learning conversations that allow us to brainstorm ideas to extend learning for all students, nudging them to the next level.

This collaborative approach at Marcy allows building administrators to be learners, and not managers, alongside teachers which contributes to improved student outcomes.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

In the book “Visible Learning,” John Hattie defines collective teacher efficacy (CTE) as the collective belief of school staff in their ability to positively affect students. He goes on to say, “CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.”

At Marcy Elementary, “it takes a village” captures our culture of teamwork, integrity, and true care about the well-being of each person in our school community. We approach every student as "our child" whether they are in our classroom all day, one period or during lunch supervision. We know and love our kids. Because we deeply care about each student and each other, we hold ourselves to the high standard of getting it right and we inherently challenge and support each other to be better and do better for the sake of our students. We know they deserve our best. There are many schools that understand sound instruction, management, and have active community partnerships but Marcy’s success has been borne from a collective belief that in order for people to succeed, they need to be appreciated, supported, and appropriately challenged.

Marcy is not a place where kids have to be, but a place they want to be. Marcy is filled with teachers, administrators and staff who not only care about students, but each other. Marcy is one big community where everyone looks out for each other. You can walk down Marcy halls and see students of all ages interacting with teachers and staff they don’t see every day, a principal wiping down lunchroom tables and greeting students as they get off the bus, and teachers with smiles on their faces. Staff form relationships with students that go beyond the walls of the classroom from one year to the next. They attend sporting events, competitions, recitals, and other extracurricular activities because they have an interest in their students outside of school. Students routinely come back to Marcy to see old teachers because of these lasting connections. These things do not happen by accident, they happen because Marcy is full of individuals who care about everyone who steps in the door. This is at the core as to why Marcy is successful. Teacher efficacy is primary at Marcy!