

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Ms. Helena Payne Chauvenet  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Maury Elementary School  
(As it should appear in the official records)

School Mailing Address 1250 Constitution Avenue NE  
(If address is P.O. Box, also include street address.)

City Washington State DC Zip Code+4 (9 digits total) 20002-6469

County District Of Columbia

Telephone (202) 698-3838 Fax (202) 698-3844

Web site/URL http://www.mauryelementary.com E-mail helena.chauvenet@k12.dc.gov

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

Date \_\_\_\_\_

\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Mr. Eric Bethel E-mail eric.bethel@k12.dc.gov  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name District Of Columbia Public Schools Tel. (202) 442-5885

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 Ruth Wattenberg  
(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**

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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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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

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Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 64 Elementary schools (includes K-8)
  - 14 Middle/Junior high schools
  - 18 High schools
  - 21 K-12 schools
- 117 TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	51	36	87
<b>K</b>	39	39	78
<b>1</b>	36	46	82
<b>2</b>	29	34	63
<b>3</b>	29	35	64
<b>4</b>	26	36	62
<b>5</b>	11	18	29
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	221	244	465

\*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
  - 23 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 60 % White
  - 8 % 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 2018 - 2019 school year: 7%

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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	21
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2018	406
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

Amharic, Portuguese, Spanish, Thai

English Language Learners (ELL) in the school: 2 %

8 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 11 %  
49 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>7</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>5</u> Other Health Impaired                 |
| <u>4</u> Developmental Delay     | <u>16</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>15</u> Speech or Language Impairment        |
| <u>1</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 the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	22
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	4

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 21:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	96%	96%	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 2019.

<b>Post-Secondary Status</b>	
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.

Maury Elementary School offers a nurturing environment to its community of involved learners, fostering creativity, cultivating curiosity, and forming lasting connections to develop self-empowered citizens. Values. We believe that each child has an inherent right to an education.

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**

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Maury Elementary is nestled in the Capitol Hill neighborhood of Washington, DC in a building originally constructed in 1886 that was modernized in 2019. There are more than 460 Maury Cougars from our three-year-old preschoolers to our fifth graders. Student enrollment continues to grow due to the increased space made available as a result of the modernization. Maury is truly a neighborhood school whose demographics have reflected the neighborhood's patterns over time. The school community is marked by strong family involvement and a keen awareness of both national and international events due to its location within the nation's capital. With a focus on social-emotional learning, our students are adept at navigating relationships and engaging in a challenging academic program.

Every initiative or strategy that is employed at Maury is student-centered. The key strategies that have supported Maury students have been to focus on social-emotional development, to elevate equity and to enhance academic rigor through instructional practices. Student-centered goals are created with these three priorities in mind and data is analyzed continuously to measure progress and to identify areas for growth. We have also aligned our professional development around social-emotional learning, equity and instructional practices. Examples have included sharing strategies for building student resilience and persistence, identifying best practices to promote equity and close opportunity and performance gaps, and studying ways to increase student discourse --oral and written-- in literacy and math.

At Maury, we have a comprehensive social-emotional program to support students throughout their years in the school. In the classroom, we utilize daily morning meetings to build community under the Responsive Classroom framework, as well as the Second Step curriculum to teach skills around empathy, conflict resolution and emotional regulation. Various grade levels have adopted signature programs to further support social-emotional learning, including the Roots of Empathy curriculum and weekly "crowns ceremonies" in 4th grade to celebrate student social-emotional development, mindfulness in 2nd grade, and more. We incorporate families into monthly schoolwide morning meetings, and provide time for teacher community building during biweekly staff morning meetings that solely focus on relationships and sharing strengths.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

Maury teachers are dedicated to designing and implementing learning activities that challenge all students through small and whole group instruction. We nurture critical thinking, promote the value of personal and civic responsibility, foster pro-social interaction and connectedness. The curricula that teachers implement at each grade level in each subject area are carefully chosen to align to Common Core and state-approved standards as well as to incorporate the best instructional practices to prepare students academically and socially. Informal and formal assessments help teachers to plan in response to student performance as well as to monitor progress.

#### **1b.** Reading/English language arts

Reading instruction at Maury emphasizes the teaching of reading as a thinking process. Therefore, every effort is made to ensure that reading is interwoven into the flow of events throughout the day, in addition to time provided daily for formal reading instruction. All classrooms have a comprehensive classroom library. At Maury, the Reader's Workshop model (Teachers College, Columbia University) is integrated throughout the curriculum from Kindergarten through Grade 5. Foundations, Heggerty and Words Their Way emphasize word knowledge as supplemental curricula. Maury has a reading resource teacher, who facilitates intervention groups to assist students struggling with reading based on assessment and classroom data.

Maury implements the Writer's Workshop model (Teachers College, Columbia University). Our teachers devote a minimum of 30–45 minutes, 4–5 times a week (depending on grade levels) to provide instruction in writing. The units of study include the writing of personal narratives, essays, character studies, poetry, and memoirs. The writing block begins with a mini-lesson in which teachers offer ten minutes of direct and explicit instruction. After this, students work in highly structured yet responsive environments to draft and revise their writing in ways that incorporate the instruction they received. Teachers, meanwhile, confer with their students individually and in small groups. Assessments to measure reading and writing progress include the Reading Inventory, Fountas and Pinnell, ANet, and PARCC.

Some of the annual events at Maury related to reading and writing throughout the year are the Book Character Costume Parade, Literacy Week, Book Fairs in the fall and spring, and the Spelling Bee. In addition, we invite families multiple times a year to the classrooms for publishing parties where students read and celebrate their most recent written work.

#### **1c.** Mathematics

Maury's mathematics program involves understanding mathematical concepts and structures, learning and becoming fluent with computation skills, and applying mathematics in real world situations. Maury implements the Eureka Math curriculum, which consists of fluency practice, concept development, application problems and independent practice. Students use concrete, pictorial, and abstract strategies to solve problems and learn math concepts. Eureka presents math in a logical progression from year to year with a focus on deep conceptual understanding, and is aligned to the Common Core Standards. Students in grades K-5 utilize the Eureka Math curriculum. Students are measured in their knowledge of mathematical concepts via iReady and Affirm/Edulastic tests as well as on classroom assessments. Teachers have collaborated to increase writing opportunities in math classes as a way to increase students' capacity to think critically about the skills they are learning, and as a vehicle to support student discourse.

#### **1d.** Science

Maury's science lab—better known as Think Tank—works to deepen students' understanding of science, technology, engineering, and mathematics (STEM) through the execution and completion of problem-based

projects. In Think Tank, students can explore the contributions of honeybees to the environment and learn about the impact of watershed management with their Think Tank teacher and local scientist volunteers. A fifth grade science unit on space exploration has culminated in a trip to Space Camp for several years. We teach students the fundamental concepts of the earth, space, life, and physical sciences. The structure of Think Tank emphasizes the connections across these domains, given that much of the scientific work draws on multiple disciplines. Students learn to gather and evaluate information, identify patterns, and devise and test possible explanations about what they are learning, fostering independence and critical thinking skills. Each spring, Think Tank hosts a hugely popular STEM expo event that features a wide variety of exhibitors and activities in the areas of science, technology, engineering, and math. In all grades, weekly Think Tank lessons are supplemented with core science instruction by homeroom teachers. Teachers design lessons using the STEMscopes curriculum based on grade-level standards adopted from the Next Generation Science Standards. Lessons are hands-on and utilize multiple materials to enable students to understand scientific concepts.

#### **1e. Social studies/history/civic learning and engagement**

Maury utilizes the DCPS curriculum for social studies while incorporating a multidisciplinary approach. Adapted from the California and Massachusetts frameworks, the DCPS standards strike a balance between U.S. and world history, and incorporate the four major disciplines of the social sciences: history, geography, economics, and politics/government. Guided by the C3 Framework produced by the National Council for the Social Studies, teachers interweave these major disciplines to teach units centered around compelling questions. Where connections can be made to other subjects and current events, Maury teachers highlight the interrelatedness of social studies to universal themes. In departmentalized grades, reading teachers often collaborate with social studies teachers to ensure that units can complement one another, such as the American Revolution and historical fiction in fourth grade. Special annual events like the Geography Bee, Journey Through Time during Black History Month and Chinese New Year incorporate social studies into other areas of learning, through reading, writing, art, and music.

#### **1f. For secondary schools:**

#### **1g. For schools that offer preschool for three- and/or four-year old students:**

In the Maury early childhood classes, Creative Curriculum is utilized for instruction in our three-year-old and four-year-old programs. Maury's early childhood teachers organize play-based units around a specific topic that is of interest to the students. They explore the topic through centers focused on literacy, math, sciences, art, music, dramatic play, and other domains. Teachers also supplement the core early childhood curriculum with additional activities that build early literacy skills. Early childhood students also receive specials classes, including art, library, music, creative movement and world language. In addition, we supplement the curriculum with phonemic awareness tasks using the Heggerty curriculum to prepare students for continued exploration of letters and sounds in the following years. Through this holistic approach to learning, students develop skills that support their work in kindergarten and beyond.

#### **2. Other Curriculum Areas:**

In "specials" subjects, Maury's curriculum offers opportunities to explore additional curricular areas while developing positive self and community esteem, responsible personal conduct, cooperative citizenship, and an appreciation for our multicultural society. Students receive at least one specials class daily for 45 minutes.

Art at Maury is designed to broaden a student's context of the world around them. Authentic thematic units broach topics like advocacy, environment, community, and individuality. Maury students visit the art studio once a week where they are introduced to a variety of media, including clay, printmaking, sculpture and painting. Art at Maury is taught as a rigorous and engaging subject that combines the visual arts with content from academic classes such as history, literature, math and science. By becoming creative risk-takers, students have the opportunity to practice interpreting and activating art as a powerful communication medium for combating social issues facing our local and global communities in new and innovative ways.

The music program at Maury is based on a combination of the Orff-Schulwerk and Kodály approaches to music education. Students experience music through movement, speech, body percussion, singing, and instruments, with special focus on music literacy and improvisation. Repertoire is chosen from a wide variety of genres to ensure that students are exposed to the music of different time periods and cultures, broadening their musical horizons. Students in third grade through fifth grade may also choose to join Orff Ensemble and Choir, in which they work on more difficult pieces to deepen the knowledge gained in general music classes. These ensembles perform in concerts for the student body and at community venues, such as the Kennedy Center.

All Maury students participate in health and physical education classes. Students in Kindergarten through 5th grade receive physical education twice a week in addition to recess. Students in early childhood (PreK-3 and PreK-4) have an extended recess and participate in creative movement. The curriculum includes a balance of skills, concepts, and cooperative game activities, as well as movement, rhythm, and dance to enhance the cognitive, motor, affective and physical fitness development of every child. Classes are designed so that all children are involved in activities that allow them to remain continuously active. Balls, ropes, and other equipment are available to foster physical activity and play during recess and before/after school. In addition, Maury encourages physical fitness year-round with special events like Walk to School Day, Family Fitness Night, Bike to School Day and Field Day.

Health is taught weekly with an emphasis on social-emotional skills as well as nutrition, safety and other aspects of health according to grade-level standards. All students participate in Second Step lessons that are offered daily in early childhood and weekly in other grades. These lessons are supplemented with the 3R's curriculum and other resources.

Students at Maury Elementary school study the Chinese language (Mandarin) weekly. The Chinese Language curriculum is guided by the DCPS World Language Department. Content focuses on family, school, and community while developing students' Chinese language skills through listening, speaking, reading and writing. Instruction is interactive with the use of rhymes, songs, and movements to help with vocabulary, comprehension, and pronunciation. There are leveled textbooks to assist with students' level of language achievement. Maury's world language program also includes the study of Chinese culture and history. Students showcase their learning in Chinese cultural performances throughout the year.

The Maury library offers students, staff, and community a wealth of resources. Online databases, eBooks, audiobooks, online catalogs, and websites are available at school and home. All classes at Maury have access to computers and online platforms that teachers integrate into instruction across disciplines. Students select books from a well-stocked library and may use computers to search for information. All students may check out books during class, and families may also check out books during special out-of-school times scheduled by the librarian.

Weekly library lessons align with grade level units of study and include technology instruction for first through fifth grades using Common Sense Digital Citizenship. Teacher and grade level collaboration is integral to library instruction. Library lessons for lower grades focus on genre literacy and the upper grades shift their focus to research. Lessons follow standards from the Common Core, American Association of School Librarians (AASL), and International Society for Technology in Education (ISTE).

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

At Maury, student performance data is collected regularly through formative and summative assessments to monitor student mastery of grade level concepts. Data is closely monitored regularly by classroom teachers, interventionists, and administration to determine if a student might need extra support with a specific grade level skill or foundational skill. When students are identified as performing below grade level, teachers employ intervention strategies at multiple tiers. In the classroom, teachers provide skill support through flexible small groups or one-to-one conferences with students. If additional supported is needed, Maury has two intervention teachers, one for reading and one for math who provide targeted support. Interventionists

plan using grade level standards and foundational skills and work with students for 6-8 weeks or until the student has reached mastery all while the student is still accessing grade level content in the classroom with homeroom teachers. Interventionists use daily/weekly informal assessments to determine student growth and need. If more intensive services are needed due to a disability that has an academic impact, students may be eligible for specialized services and work with one of Maury's special education teachers to receive academic support centered on individualized goals according to their education plans. Families are partners in the intervention and special education processes.

In recent years, Maury has implemented targeted work to address a persistent achievement gap along race and disability. This has included work around identity, bias, and goal-setting with the purpose to reduce and eventually eliminate gaps. Teachers also monitor student progress to determine which students falling in gap areas will need more support as well as the specific areas in which they will need support. This data-driven instructional focus is coupled with the Maury Ally Program, a mentorship initiative that pairs a teacher with a student needing additional support and check-ins.

### **3b. Students performing above grade level**

Due to Maury's instructional programs, particularly in English Language Arts, students have the opportunity to participate in flexible groups that often extend learning in addition to providing intervention or skill support. While students might receive grade-level instruction for a mini-lesson, they are able to conduct independent reading daily at their reading level, giving students access to higher level reading materials when applicable. For math instruction, extension activities provide ways for students to deepen understanding in a skill. In addition, the integration of technology allows for an accelerated pace of learning utilizing programs that are responsive to the learner. In all subject areas, differentiation strategies allow for students to be challenged at all levels.

### **3c. Special education**

The special education team at Maury currently consists of three case managers/teachers, four related service providers (including a full-time social worker, along with part-time psychologist, occupational therapist and speech therapist). The team works together to create and implement individualized education plans in partnership with families to ensure that students receive support to access grade-level curriculum and meet specific goals. The team in consultation with Central Office support works to maintain compliance with Individualized Education Plan (IEP) timelines and the requirements of federal law and school system expectations. Maury maintains an inclusive model with the goal of providing education in the least restrictive environment. There is also continuous collaboration between the general education and special education teachers. Teachers, service providers and administrators closely monitor student progress.

### **3d. ELLs, if a special program or intervention is offered**

Maury has a small but diverse group of English language learners (ELLs) representing a span of languages from multiple continents. This has led to a highly individualized program where our ELL teacher has been able to customize instruction to the needs of each learner in collaboration with homeroom teachers. The ELL program at Maury is also inclusive with students spending the majority of the day with English native speakers practicing the target language (English). With the ELL teacher, skills include working on reading, writing, listening and speaking, as well as specific grade-level skills with a guided approach. Data is monitored with internal assessments as well as through Access for ELLs testing to identify "can-do" skills and gaps so that students receive instruction at the appropriate level of challenge. The program relies on a strong relationship and ongoing communication between school staff and families. A district ELL coach has provided support as well.

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Maury establishes a positive climate that is nurturing to the academic, social and emotional growth of each student by adopting a "whole-child" approach. While learning is a top priority, so is the overall development of each student. We cultivate a community that is centered on "five stances": empathy, persistence, resilience, flexibility and optimism. We celebrate our student empathy leaders monthly in a schoolwide assembly, we have book clubs and community read-alouds that have focused on the topics of resilience and persistence. In addition, we promote flexible thinking and optimism in the classroom with intentional professional support around building a positive mathematical mindset, setting goals and celebrating achievements along with improvement.

In addition to our underlying values, we have systems to ensure that all students receive the supports they need for academic, social and emotional growth. Our intervention team applies a tiered approach to student support to ensure that classroom teachers can consult with colleagues and brainstorm strategies to support students below grade level. In addition, our intervention team in conjunction with our behavioral team supports students who have behavioral challenges with tiered interventions to increase the student's capacity to thrive in the learning environment by helping them build their toolkit of strategies for emotional regulation. Student voice is a key value and they are a critical part of the learning process. Finally, we are constantly using differentiation strategies to teach in ways that support varied learning styles and varied abilities.

### **2. Engaging Families and Community:**

Family and community engagement is highly encouraged and has contributed to the growth of the school academically and socially. Families and community partners are involved in several facets of Maury community life. At the classroom level, we welcome families to the school to celebrate academic milestones, such as completed published student work during publishing parties. We also have a room parent committee that provides customized support for each homeroom throughout the year. Maury is also supported by community partners, such as Girl Scouts, Junior Achievement in first grade and Washington Ballet in Kindergarten to provide lessons to students in economics and dance respectively. We also have a longtime Maury volunteer who offers chess lessons to all fourth graders. Many parents also support classroom field trips as chaperones.

Outside of the Maury classrooms exist several school committees led by parents who volunteer their time and provide a welcomed perspective to school initiatives. The Maury PTA is comprised of multiple committees with a range of roles including fundraising for supplies and additional resources, arranging open houses for new families, social-emotional learning and teacher appreciation. The Maury Local School Advisory Team is a joint committee of parents and teachers who provide input on the school budget and academic priorities.

Maury maintains several community partnerships to supplement school programs. The Flamboyant Foundation has been an ongoing partner that has supported teachers specifically in maintaining family engagement practices by providing trainings and a protocol for conducting home visits and academic parent-teacher team (APTT) meetings. During APTT meetings, parents meet with the classroom teachers to learn more about their children's academic progress along with other parents in a forum where they can ask common questions and learn from the teacher about grade-level standards and ways to support at home. Parent conferences also provide a structure for more one-to-one discussions about student progress. As a host to multiple student teachers, Maury has also developed partnerships with local colleges, including Gallaudet, American and Catholic universities. Student teachers provide additional instructional support that aids in student performance while they receive experience that will prepare them for future careers in education.

### **3. Creating Professional Culture:**

At Maury, time is protected to develop a professional culture. To enhance the work that most affects students, the instructional coach and assistant principal facilitate weekly or biweekly team meetings with grade levels to provide professional development along a common topic. This has included themes such as emergent reading, student discourse, developing compelling questions in social studies, and writing in math. These gatherings are known as "LEAP" meetings based on the District of Columbia Public Schools LEAP model, or in longer form "Learn Tog(E)ther to Advance our Practice." As teachers meet in LEAP teams, they also complete cycles of peer observation, data analysis and planning. Through these cycles, teachers reflect on their practice and make instructional choices that allow for continuous improvement in the classroom and a positive impact on student achievement.

Maury teachers receive ongoing feedback to support their instruction, but they also have opportunities to provide input on key issues. In addition to the formal evaluation system (IMPACT), teachers receive informal feedback from the principal, assistant principal, instructional coach and peers. For schoolwide issues, teachers share ideas about instructional models, leadership decisions, the master schedule, class placement and new initiatives. There is also opportunity for teacher-led initiatives on one of the many staff committees that support school and professional culture.

Staff culture is also supported with protected time for biweekly staff morning meetings. The morning meetings for staff are modeled after the daily student morning meetings that Maury homeroom teachers implement in alignment with the Responsive Classroom framework. Staff rotate leading morning meetings where a talent might be shared, a community-building activity might occur or teachers participate in a hands-on activity that can be replicated in the classroom. The biweekly staff morning meetings have also continued during the period of distance learning. The meetings are a way to help our continuously growing staff to still feel connected to one another and they are a forum for exchanging effective ideas and celebrating one another.

### **4. School Leadership:**

Maury school leadership aims to work collaboratively with staff and families to cultivate a learning environment where all students can experience sustained success academically and social-emotionally. The school is structured such that leadership is distributed among many roles in the building, both formal leaders and informal leaders. To execute this distributed leadership, there are organized components in place. The academic leadership team consists of the principal, assistant principal, instructional coach and representation from early childhood, general education, special education and specials. Each member has specific perspectives: the principal as the one responsible for the overall programming of the school and ensuring that support is available, the assistant principal who provides professional development in math and supports students with 504 plans, the instructional coach who provides professional development primarily in English Language arts and supports new teachers, the teachers who have direct daily instructional roles with students and can provide perspectives for specific student groups or grade levels. The Maury academic leadership team monitors the comprehensive school plan (CSP) and drives the schoolwide professional development, which is aligned to the school goals encompassed in the school plan. The parent-teacher group, the Maury Local School Advisory Team, also provides input on school goals and monitors progress throughout the school year. Three key priorities drive the school goals: equity for all students, social-emotional development and academic rigor. All decisions that are made and all strategies that are adopted are required to keep the overall impact of students in the forefront. Strategies are also chosen after careful examination of data and effective practices.

In addition to the instructional team at Maury, there is an important set of staff who work in paraprofessional or operational roles to provide support for the school community. Educational aides support teachers in the classroom with both instructional and supportive duties from teaching small groups to preparing materials and monitoring students during lunch and recess to support a positive school climate. Custodians help the school to maintain a safe and clean environment. Finally, the front office staff encourages high student attendance and ensures that school purchases align to budget priorities. All support staff carry out their jobs with an emphasis on building positive relationships and maintaining student-centered systems.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Maury has had academic progress and maintains a positive learning community because relationships are at the heart of all we do. The school has a longstanding commitment to the social-emotional development of the child because children who have empathy, resilience and positive relationships with their teachers will thrive in any learning environment. We partner with families to ensure that there is ongoing communication from the classroom and from the school about key information and academic updates. We gather the school community (families, students and staff) together monthly to celebrate empathy leaders, highlight school events, host student performances and to share songs that unite the Maury family. We also show appreciation for the older generations who have paved the way for our students in an annual Operation GRAND celebration, organized by our parent-teacher Social Emotional Learning Committee.

The student-centered, social-emotional focus is connected to our 98% student satisfaction rate, according to the spring 2019 Panorama Survey. It is also connected to our steady growth in PARCC scores over the last several years as well as growth on internal and district assessments. Our students are challenged to meet rigorous grade-level standards but they are also loved and celebrated. Maury students delve into social emotional learning at all levels. For example, our 2nd graders participate in mindfulness lessons and our fourth graders are part of the international Roots of Empathy program that involves babies as teachers of empathy, resilience and social skills. Families have a voice and utilize the various avenues available to share ideas, express honest concerns and reach out for support. We are a staff that is reflective of our student body with a range of experience but a high percentage of veteran teachers who continue to choose Maury because of the professional culture. Furthermore, we continue to strive to be a school that can motivate any student who walks through our doors to love learning, and we hope with our focus on relationships in addition to rigorous academics, that our students will be prepared for what the future holds as a result of their elementary experience.