

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

[X] Public or [] Non-public

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

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

Official School Name Clancy K-8 Elementary School
(As it should appear in the official records)

School Mailing Address 18 Clancy Creek Road PO Box 209
(If address is P.O. Box, also include street address.)

City Clancy State MT Zip Code+4 (9 digits total) 59634-0001

County Jefferson

Telephone (406) 933-5531 Fax (406) 933-5715

Web site/URL http://www.clancyschool.org E-mail dselvig@clancy.k12.mt.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Dave Selvig E-mail dselvig@clancy.k12.mt.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Clancy Elementary School District Tel. (406) 933-5531

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. Kevin Harris
(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 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

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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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 |
|-----------------------|------------|--------------|-------------|
| PreK | 0 | 0 | 0 |
| K | 16 | 16 | 32 |
| 1 | 22 | 6 | 28 |
| 2 | 18 | 17 | 35 |
| 3 | 22 | 19 | 41 |
| 4 | 12 | 17 | 29 |
| 5 | 17 | 23 | 40 |
| 6 | 25 | 20 | 45 |
| 7 | 22 | 19 | 41 |
| 8 | 29 | 17 | 46 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 or higher | 0 | 0 | 0 |
| Total Students | 183 | 154 | 337 |

*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
 - 2 % Asian
 - 1 % Black or African American
 - 1 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 94 % 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 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.

| Steps For Determining Mobility Rate | Answer |
|--|---------------|
| (1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 8 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year | 15 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 23 |
| (4) Total number of students in the school as of October 1, 2018 | 337 |
| (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):

None

English Language Learners (ELL) in the school: 0 %

0 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 74

8. Students receiving special education services: 7 %

24 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>2</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>4</u> Specific Learning Disability |
| <u>1</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: 4

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:

| | Number of Staff |
|--|------------------------|
| Administrators | 2 |
| Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher. | 23 |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc. | 3 |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students. | 8 |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 2 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 15:1

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

| Required Information | 2018-2019 | 2017-2018 | 2016-2017 | 2015-2016 | 2014-2015 |
|-----------------------------|-----------|-----------|-----------|-----------|-----------|
| Daily student attendance | 94% | 94% | 94% | 95% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

| 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.

The mission of Clancy School is to provide a safe, respectful and nurturing environment. Students, staff and community collaborate to support the lifelong process of becoming competent, productive, and caring citizens.

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

Clancy School began in 1865 and the doors opened in 1898 to our historic single story, red brick building, which has been the center of the community ever since. Our rural town was founded by hard-working silver and lead miners, and our community represents that determined, blue-collar mentality. The mine has since closed; however, the innovative classrooms of Clancy School, as well as our small, steadfast community, continue to demonstrate the same strong work ethic. Clancy is located 12 miles south of Helena, Montana, in Jefferson County. Helena, the state capital, is located in Lewis and Clark County, with a population of 32,315. Clancy has a population of 1,661 and Clancy School draws 12% of its student population from Helena-area families, in part due to the small class size, rigorous academic structure, and strong sense of community.

Our student population has increased by 33.2% over the past eight years due to the positive school climate, average class size of 15 students, and emphasis on academic achievement, all of which make Clancy an attractive choice for families. Clancy School currently serves 337 students in grades kindergarten through eighth. Our staff is dedicated to professional development and continuing education, as demonstrated by the seven educators with master's degrees and four additional master's to be attained by 2020. Our vision at Clancy School is to educate and foster young minds today to help them achieve excellence tomorrow.

Our school staff, students, and community members collaborate to create a safe environment that supports the lifelong process of becoming educated, productive, and caring citizens. Our community members are active in the classrooms, sharing their expertise and real-world experiences that show students the vitality and importance of their education. Our instructional strategies and extra-curricular opportunities are designed to inspire and empower every learner and foster high expectations for academic achievement and personal growth.

Clancy educators rely on data-driven instruction to inform their approach in the classroom. Our administrators and teachers have implemented a series of year-long assessments that are tracked and shared; goals are then set based on the outcome. Data drives smaller routines within the classrooms through both formative and summative assessments. Many of our teachers engage the students in setting personal goals to improve learning. There is a constant cycle of analysis and revision in teaching strategies to promote student success. The extra-curricular opportunities, including Math Counts, Geography and Spelling Bees, Science Olympiad, Track and Field, Jazz Band, Missoula Children's Theater, and Writing contests, offer diversity to the distinct needs and desires of our student community.

Clancy School has been recognized for an astounding meal program. We serve an average of 24 students every morning, 250 students on average for lunch, and our kitchen staff are committed to preparing fresh meals daily. We have participated in a Farm to School program that promotes healthy nutrition, education, and community connections. Students are provided access to local fruits and vegetables, and there is a deliberate approach to social and cultural engagement, as well as personal responsibility as students discover the accessibility and delights of local produce.

To maximize student support, Clancy School adopted MTSS (Multi-Tiered System of Support). This comprehensive framework supports students at every level and addresses behavioral and academic issues. The goal of MTSS is to pinpoint needs for intervention quickly, provide support that is measurable, implement the support with fidelity, collect data, and reflect on the student response. Our educators are continually refining supports as students move through the tiered interventions, continuing the interventions and, optimally, fading out of the intervention. Clancy school received the gold award in recognition of staff excellence in conveying student ownership and high expectation, flexibility with instruction and exemplary teamwork, and establishing a balance of accountability, accessibility, creativity, and compassion that nurtures our students while encouraging them to perform at their greatest potential.

Clancy School cultivates meaningful connections for students and staff, family and community members by providing opportunities to express creativity and excellence in all aspects of life. Life-long connections are made between students and staff, which leads to 90% of graduating seniors returning to Clancy School to

celebrate in a Graduation Walk and party, promoting the importance of education for our current students, as well as providing graduates a platform to laud their achievements and pursuit of continuing higher education and career prospects.

The traditions fostered at Clancy School do more than strengthen trust and inspire commitment to the goals developed, they lead to increased accountability in self-improvement as educators, as well as innovations in teaching style. Our teachers are successfully implementing the use of 3D printers, incorporating technology, and focusing on the 21st century skills necessary for students to think critically, analyze deeply, express creativity, persevere, and adapt to all of life's fluid situations. We believe all students deserve the opportunity to grow up in a school and community that supports and encourages them in and out of the classroom.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

"Tell me and I forget. Teach me and I remember. Involve me and I learn." -Benjamin Franklin

Clancy School provides students with multiple opportunities to discover and learn through a hands-on approach. Whether classes are in a science lab conducting experiments, digging for dinosaur bones (we are fortunate enough to have a teacher who worked for the Museum of Rockies in Bozeman, MT and is able to acquire actual bones), learning about diverse cultures through dance and games, or creating through the library makerspace, students are learning by doing. Clancy School's small classroom size makes it ideal to be able to spend time one-on-one and in small groups with students, allowing teachers to recognize students' strengths and weaknesses and differentiate to individual needs.

Clancy School encourages each student to embrace a growth mindset. Our staff engages in diverse teaching strategies to encourage personal growth, expansion of understanding, and willingness to embrace challenges. Cultivating a climate of perseverance and creativity is a key component to the success of our students within the core instruction, and throughout the school community. They look at failure as an opportunity for growth, and view challenges as dynamic occasions to foster creativity and engage with purpose.

Flexible and strategic student groups are a key component to Clancy School's successful core instruction. Deliberate use of formative and summative data drives placement of students into math and reading groups that will strengthen their mastery of the subject. Continued tracking of student progress contributes to flexible arrangements and fluid instructional practices for student success.

Clancy staff use a wide variety of teacher-made formative and summative assessments, including self assessment and peer review, to evaluate work and provide feedback to students. The rigorous academic expectation, in conjunction with educator and peer supports, has contributed to highly successful performance of students across the core subjects.

1b. Reading/English language arts

As literacy is the foundation of an elementary school education, we devote 90-minutes a day to its implementation in grades kindergarten through six. Clancy School began to utilize the Wonders English Language Arts curriculum in kindergarten through sixth grades in the 2018-2019 school year.

This program is devoted to broadening our students' understanding of their world using high interest and age-appropriate literature using both fiction and nonfiction texts. Wonders includes: phonics, word blending, rich vocabulary, text features, genres, Greek and Latin roots, spelling, writing, grammar, and speaking skills. Teachers use read alouds to encourage listening skills and to discuss literary features. Students work on reading comprehension and targeted skills in guided reading groups where instruction is received in a small group format. Students are given time daily to engage in independent reading activities and complete Accelerated Reader quizzes to assess comprehension. Students take Renaissance STAR reading assessments to monitor growth as well as areas in need of remediation.

Grammar, spelling, and punctuation are the most basic components of good writing. Grammar is a set of building blocks that help to lay a firm foundation for all other areas of communication. Using Wonders (K-5) and Language Network (6-8) daily grammar lessons, our students practice and apply conventions of grammar and usage in writing, speaking, and listening activities. Students who gain a strong understanding of grammar, usage, and mechanics are better able to effectively communicate their ideas, knowledge, and opinions through oral discussions and written work. Our students learn to manipulate the language orally as well as the ability to decode words that supports vocabulary development. Students improve their writing when research-based strategies such as grammar instruction are implemented during writing instruction.

Teachers strive to stimulate the process by which students discover the power of the well-written word and teach our students that clear writing indicates clear thinking. Students work on extended writing in specific genres, carefully guided through the writing process from planning through presenting. Students have a chance to take a look at language from their own point of view, how grammar fits into their world and why it is important.

Along with Language Network grammar skills, the seventh and eighth graders are taught skills involving reading, writing, and spelling/vocabulary. In class the students read and analyze three novels that pair with a style of writing: narrative, argumentative, and informational. The novel studies enhance critical thinking skills and allow the classroom environment to thrive as students discuss challenging topics like the Holocaust as a group. The writing assignments push students to use their foundational skills to create purposeful essays consisting of five or more paragraphs. Even though spelling is often left out of middle school curriculum, Clancy school continues working with students in order to help them learn upper-level words. Lastly, the students are exposed to roots, root meanings, and words containing roots in order to support student vocabulary acquisition.

1c. Mathematics

Kindergarten through eighth grade utilizes the same math curriculum to provide continuity and consistency between the grade levels. Our curriculum touches on five mathematical domains: Number Sense, Geometry, Measurement, Algebra, and Data. The curriculum content is developed with focus, coherence, and rigor. Students demonstrate conceptual understanding, procedural skill, and fluency. All content is driven from the Common Core and state standards. Teachers strive to fully engage all students and significantly boost their achievement in mathematics. Teachers continually design lessons where students are enthusiastic while increasing their understanding of mathematical concepts. There is an emphasis on using concrete materials and manipulatives before moving toward semi-abstract and abstract concepts. This greatly increases the students' understanding and aides in problem solving and mental math.

Lower grades focus on building number sense, basic problem solving, and addition and subtraction, while laying the foundation for the upper grade levels. Third through sixth grade focus their math time on multiplication, division, fractions, decimals, and algebraic thinking. Prealgebra and algebra are the content areas covered in seventh and eighth grade math. Each grade level differentiates to best meet the needs of the students. Differentiation may include math centers, small groups, math fact fluency practice, and one-on-one instruction. Junior high students have an additional thirty-minute math instruction time built into their daily schedule. Based on assessment data and class performance, the seventh and eighth grades are divided between seven different teachers forming groups, most with nine or fewer students. This is a targeted math enhancement class based on performance levels to improve math deficits for all students. For the low-achieving students this is an intervention class to help close the gap and an enrichment class for high-achieving students.

The intervention classes range from three grade levels below current level through various genres of high school math, recreational math, and computer programming. Students have both textbooks and workbooks to help them from lesson to lesson. Limiting the number of students per class and grade level provides for more one-on-one instruction time throughout the period. Students are given ample time to work on their assignments and have a greater opportunity to ask the teacher for help without feeling scared or embarrassed. Reduced numbers in the classroom ensures that no student gets left behind, and provides that all students understand the material that is being taught.

1d. Science

Clancy School benefits from a robust science curriculum focused on hands-on exploration wherein students become hooked on science through project-based learning. Kindergarteners study plant and animal structures. First graders conduct animal research reports and have a “Dino Day” while second grade students experience states of matter, and participate in in-depth units on sand and snowflakes.

In grades three through six, active learning continues. A high point of third grade is the Bonnie Cabbage

Patch Program, where students compete to grow the largest head of cabbage. Fourth graders anticipate science knowing they will conduct investigations like, "Build a Telegraph" and "How to Care for a Mealworm". Highlights of fifth and sixth grades are units on the solar system, earth's landforms, and mixtures and solutions. Clancy elementary teachers internalize the value of connecting to the natural world through firsthand scientific inquiry.

In junior high, Clancy School has a rigorous and diverse science education. From a STEAM class to an applicable life-skills health science class, students access both NGSS engineering standards and core science standards. Clancy School develops hands-on scientific inquiry skills in a dedicated laboratory setting by observing, asking questions, and designing and conducting experiments. Problem-solving skills are assessed using project-based learning, from engineering challenges to creating three-dimensional designs on 3D printers. Clancy School students are applauded by their high school teachers for their preparedness in scientific inquiry and problem-solving skills.

Outside of the classroom students have the opportunity to participate in the hugely successful Science Olympiad team, established in 1990. This team is driven by student engagement and community support, with local community coaches assisting students in their events. Due to the foundational knowledge acquired, the middle school Science Olympiad team has won first place in the Montana State Science Olympiad tournament twice, advancing to the National Science Olympiad tournament in 2012 and 2017.

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

Clancy School's social studies program sets out to defy the stereotype of "boring" history and engage students in the excitement of history and society around them. Historical opportunities abound in Montana: our students are able to walk the same land that the indigenous people, Lewis and Clark, miners, ranchers, and bison once roamed. Our social studies program begins by narrowing the scope of the content and progressively broadening the field with each grade. In kindergarten through sixth grade, the teachers have seamlessly connected the social studies program within their reading content, engaging in interdisciplinary connections through the core subjects.

Junior high students engage in broader-based learning by respecting and appreciating the past while preparing for the future. Students participate in authentic learning experiences to understand the complex interconnectedness of our community to our global awareness.

Seventh grade begins with the cultural exploration of South America: the music, art, language, food, sports, clothing, and ways of life unique to the area, while understanding the connection to the five themes of Geography. Students continue their global immersion with a European exploration and hands-on experience with a round of golf. The cultural experience is completed following an examination of Africa, Australia, and Asia.

Eighth-grade students return to the United States and begin by creating colonies to understand the developing tensions between Britain which leads to the government section of the curriculum. The students continue to follow the U.S. history timeline from the Civil War to the Cold War while engaging in authentic lessons, such as following the stock market, digging trenches, learning morse code, and contract negotiations. Clancy staff is committed to inspiring and empowering every student; conveying high expectations while providing positive support. Our program is dedicated to promoting culturally literate and informed citizens within our community.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Performing arts opportunities are provided to the students through their general music and band classes. Music classes are provided weekly to kindergarten through sixth grade, while band classes are provided to

fifth through eighth grade up to five days a week. The students are given the opportunity to discover their own voice, develop empathy, as well as ethical insight into cultures and traditions. Student experiences include participating in classroom music sharing, pep band, concerts, and the annual talent show. These performance opportunities also allow for collaborative and communal insight while building their self confidence in a safe environment.

Students in kindergarten through sixth grade participate in art instruction for 40 minutes once each week throughout the school year. Junior high students participate two or three times a week depending on their schedule rotation. This schedule allows students to develop and demonstrate skills throughout the year. Students participate in an engaging curriculum that promotes creativity, independent-thinking and problem-solving with a focus on key elements and principles of design. Students work collaboratively and independently with a wide variety of materials to imagine, design, create, explore, and reflect on their work while developing an appreciation for varied styles, cultures and traditions reflected in art. Seventh and eighth-grade students have the opportunity to choose an enrichment course in art history where they can immerse themselves in an area of interest.

The physical education program at Clancy School provides students with the tools to make healthy decisions as they learn about the benefits of exercise and nutrition. Each physical education class begins with stretches, which the students practice and then lead, reinforcing self-confidence and leadership. Elementary students attend P.E. once a week, and the junior high students two or three times a week depending on their schedule rotation. The Clancy School physical education program encourages teamwork, sportsmanship, and cooperation through an array of activities that involve students in learning skills that will benefit them throughout an active life. Archery, scuba diving, and gaga ball are just a few of the hands-on activities that students engage in as they develop a positive attitude toward physical fitness.

The foreign language classes at Clancy school are offered at the seventh and eighth grade levels and have been focused over the years on a number of different world languages. Currently, as well as the previous two years, Clancy students are learning Japanese. Resources used include a textbook for grammar and writing, in addition to various websites and activities found online. Students explore Japanese culture through cooking, games, karaoke and origami. The use of Google Earth gives students the opportunity to physically see Japan and discuss the similarities and differences between Japan and our distinctly Clancy culture. The class is split 50/50 between language and culture, so in a given week, students may need to study for a Hiragana quiz, cook a simple dish to present to the class and lead the class in an origami lesson. Students often come into class thinking that Japanese looks like gibberish. One of the best parts about these classes is the growth, empowerment and confidence level change as they go from knowing nothing about Japanese whatsoever to being able to read and write basic sentences. It provides students with an opportunity to take a challenge head-on and find success while having fun and expanding their worldview.

Library media classes are conducted for students in kindergarten through sixth grade, with checkout and intermittent skill lessons for the junior high classes. The lessons provide students with the opportunity to acquire continually advanced digital citizenship and technology skills. Students are also encouraged to connect with all genres of literature both as a form of self-expression and creativity, and as a window through which to develop empathy and appreciation for people who are unlike themselves. The library incorporates a makerspace to encourage discovery and inquiry by all students. The resources provided are accessible to the whole community, and encourage exploration and creation for both student learning and personal interest.

Students participate in classroom guidance lessons provided by the school counselor. An evidence-based curriculum is used to promote social, emotional, and character education along with bibliotherapy to engage and help students learn how to best help themselves. Students are taught and practice a variety of skills needed to calm down, solve interpersonal conflicts, perform goal setting, and identify character traits. Junior high students complete personality tests and interest inventories to help discover a variety of professions available to them. Students work their way through an online program aimed at exciting students for future careers. Clancy School was awarded a grant to implement a nationally recognized program through the Paxis Institute. The PAX Good Behavior Game is aimed at improving academics and increasing positive behavior in all school settings. The philosophy used and lessons taught through the program provide lifetime

benefits for intrapersonal skills, and increase positive interpersonal relationships among peers.

Life skills promoted at Clancy School include a public speaking/podcast class for junior high students. Social media and cell phones have changed the way our students today communicate with each other. In our Public Speaking class, students become better speakers through the use of modern tools, and embracing the popular podcast trend. From writing scripts to recording themselves in Clancy School's very own two-room studio to editing a final product, the students produce a diverse range of podcasts, including Brookie's Brain Blast, Would You Rather, and Zero Period, that have amassed a large listening audience and have reached students and families in a way never done before.

3. Academic Supports:

3a. Students performing below grade level

The interventions provided at Clancy are a multi-tiered system of support. Staff members perform a rigorous process of utilizing data to determine the best placement in our intervention programs for all struggling students. Systematic, explicit instruction is provided to meet those needs.

Kindergarten utilizes the Read Well K program, with a strong focus on pre-reading, alphabet, and decoding skills and strategies. First graders are provided continued support with the Read Well 1 program, with an increased emphasis on phonics, vocabulary, comprehension, and fluency. Second graders will conclude this program and move into Read Well Plus, which emphasizes decoding multisyllabic words, more complex comprehension tasks, and an ever-growing skill set of advanced reading skills, i.e. main idea, supporting details, facts versus opinions. These skills and strategies build on each other, creating a firm foundation of phonemic awareness, phonics, fluency, vocabulary, and comprehension. These skills can be applied in classroom lessons.

Along with Read Well, the WonderWorks program parallels our kindergarten through sixth grade core-reading curriculum Wonders. WonderWorks provides additional support for students at or nearing the classroom level. Third through sixth graders utilize the SRA Corrective Reading program. This is a very systematic-based program, with explicit lessons focused on correcting reading deficits across different skill levels. The students are identified through assessments, and then are placed to work within decoding, comprehension, fluency, vocabulary, background information, and reasoning skill sets. This program has four levels beginning with Level A, and concluding with Level C. The outcome of level C is a sixth-seventh grade reading level.

As sixth graders finish this program, a bridge has formed either minimizing or closing their learning gap. In addition, the REWARDS program is used for fourth through sixth grades, which provides word attack strategies for reading multisyllabic words. It provides explicit instruction and practice opportunities, which students apply in their core classes to become more successful readers, increasing comprehension and confidence when faced with challenging text throughout their studies.

3b. Students performing above grade level

Each child has a unique profile of strengths and abilities, and Clancy School is committed to providing quality educational services for all children. Students who are identified as gifted and talented (GT), or above grade level, have the potential to accomplish high levels of achievement. In order to meet their needs and develop their skills, these highly able learners may require a differentiated curriculum that provides advanced learning opportunities, and challenges to engage in higher level thinking.

The GT program emphasizes challenging opportunities that will enable students to establish excellence in learning and develop a sense of responsibility to themselves, their school community, and a changing world. Students are screened and selected for this program by a school placement committee. The primary responsibilities for the school placement committee are to coordinate all services to better meet the needs of our students.

Basic curriculum services are those established by existing core subjects. Properly differentiated, this level meets a majority of the needs of identified students. The specialized program is designed for those students whose needs go beyond the basic program, provide enrichments that may extend the school day and draw from the wealth of the community and parental resources available.

The specialized program services level activities to enhance the needs of identified students. These activities include but are not limited to: After-school program for third through fifth grades; Battle of the Books for fourth through eighth grades; Spelling Bee and Geography Bee for fourth through eighth grades; Science Olympiad, Math-Counts competition, Specialized Math class, and Academic Olympics for sixth through eighth grades.

The aim of our GT program is to enrich and stimulate students as creative thinkers, lifelong learners and to challenge them to apply their skills and knowledge to the investigation of real-life problems.

3c. Special education

The Special Education program (SPED) at Clancy School provides services for students with a vast range of disabilities. Team members, including a speech-language pathologist, occupational therapist, school psychologist, and experienced paraprofessionals, work to provide individualized teaching focusing on each students' strengths and challenges.

Students with specific learning disabilities in math, reading, and writing are provided opportunities to participate in the general education curriculum with accommodations and modifications to ensure success. Students may receive replacement academic programs to best meet their needs.

The direct instruction programs, Reading Mastery and Corrective Reading, are used to ensure students are learning and practicing skills. Connecting Math Concepts, Touch Math, and the Eureka Math program are used as replacement math curriculum. These programs teach skills explicitly and continue reviewing skills with new material. Students with socio-emotional needs participate in social skills groups, focusing on self-regulation, decision-making, self and social awareness, and relationship skills.

Students with high needs (non-verbal or limited communication, mobile impairments, Down Syndrome, Cognitive Delays, Autism) are taught independent living skills. The STAR Program is used with high-needs students to teach them critical skills, such as following directions, social awareness, and following routines. Students with communication needs meet with a speech-language pathologist to work on speech sounds and pragmatic language usage.

SPED progress monitoring occurs every week to ensure students are making progress. Classroom based assessments, formative assessments, and STAR reading are a few of the tools used to monitor student growth. Students who are referred for special education services are given a comprehensive evaluation that includes academic, achievement, and behavioral assessments as well as observations and parent input.

Technology plays a large role in the special education program. Students use Proloquo2go on iPads to communicate, and a student with a mobility impairment uses a touchscreen computer to comprehend academic concepts. Parent communication is frequent, and families work to help students generalize the skills learned at school at home and in the community. The goal of Clancy School' SPED program is dedicated to meeting each student's needs and providing access to their education: working as a team, our students have the support and accommodations to thrive.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Clancy School fully embraces a Positive Behavioral Interventions and Supports (PBIS) structure to promote a positive school climate. Our students and staff work together to demonstrate ROAR expectations - Be Respectful, Be Organized, Be Attentive, Be Responsible - throughout our school community. Clancy students are taught lessons about our ROAR expectations from their first day at school. Our Multi-Tiered Systems of Support (MTSS) team has been recognized by the Montana Office of Public Instruction and has earned gold status for showing excellence in positive school culture and response to intervention. Clancy's MTSS core team works diligently on creating engaging lessons to promote positive and productive choices during students' time at our school and throughout their life. All third through eighth-grade students participate in a nationally recognized Student Voice Survey to gain information on our school climate and culture. "By asking students how they perceive their school environment, Student Voice provides educators with a powerful tool for understanding both what motivates and inspires students to achieve and how well students believe their school is meeting those objectives." - Quaglian Institute.

The third through fifth-grade survey reported less than 2% of students say they do not like school and the sixth through eighth-grade survey results showed only 3% of students say school is not a welcoming place. Trained staff met with all the students through focus groups to make sure their voices were heard. Student ideas and suggestions led to a variety of positive changes to Clancy School such as: a snack shack to purchase healthy snacks during the day, garbage cans in the halls to reduce trash, new playground equipment to engage and entertain, and upgrades to bathrooms and locker rooms. Clancy School is attentive to student feedback and works to fulfill student requests as soon as possible, proving to students that their voice truly matters and can make a change. As a team, students and staff at Clancy School work diligently to improve the school community.

The R.E.A.D. Dog program for third grade is another engaging program for our students. Every Friday, eager third grade readers walk with purpose to a room designated for the R.E.A.D teams for a fifteen-minute reading session. The success of this program is based on the important understanding that students need opportunities to practice their reading skills in an emotionally safe place. This program has helped inspire a love of reading for some reluctant or shy readers, and helped others gain valuable comprehension and fluency skills. The format of this program allows students to read aloud to a specially trained and certified therapy dog, while receiving positive feedback from both the handler and the canine companion. The evidence is seen in the increased reading scores, and most importantly, the smiles on their faces.

2. Engaging Families and Community:

At Clancy School, we provide a welcoming place for students, families, and community members. Clancy School parents participated in the Parent Voice survey, which provides educators with a chance to view the school and their students needs and aspirations from the parents' perspective. The survey was sent to every family and results stated 98.9% of parents feel welcomed and 96.5% stated they feel their child is a valued member of the school community.

Clancy School highly encourages parents and community members to eat lunch with their child/grandchild and to volunteer in the classroom. The MTSS committee provides family members, community, and students with opportunities and events to support involvement and interaction. Every fall, Open House provides a chance for parents and students to tour the school, and meet the teachers and staff. An annual Bike Rodeo provides bike safety training with marked bike routes for students of varying ages and abilities to practice and develop their skills. Since the majority of our students do not live within walking distance of the school, National Walk to School Day is celebrated by having buses drop off students at a local restaurant to allow everyone to walk to school together. After, everyone then meets in the courtyard for hot chocolate and music. Veterans' Week is celebrated with student-decorated artwork in the cafeteria, and an invitation for students to invite a veteran to eat lunch with them throughout the week. Other events include a Family Fun Run, Earth Day cleanup, selling cupcakes to raise money for the local hospital's cancer center, and

monthly coffee talks. The coffee talks, organized through the counseling department, provide parents and community members with the opportunity to learn about various topics through guest speakers. These events foster opportunities for families to feel connected, as well as build relationships with other parents and community members. Additionally, Clancy School hosts community discussion panels to promote and educate on a variety of community topics such as mental health and vaping.

The engagement of family and community is promoted through Clancy Days, a celebration for the entire community. Families and teachers lead and participate in many activities including a local parade, children's carnival, and individual student performances. Community field trips include an exploratory first grade trip to businesses and a middle school field trip to the local museum aligned with the standards. The Clancy Community Summer Reading Program, led by local librarians in collaboration with staff, provides further opportunity for students to set reading goals and participate in activities throughout the summer. Finally, every Friday throughout the school year, is Friendly Friday at Clancy School. Staff line the sidewalk to wave farewell to students as they leave for the weekend.

3. Creating Professional Culture:

At Clancy School, teachers are encouraged to collaborate and create a shared language and understanding of their students and the skills necessary to engage in instructional success. Our staff engage in data-directed reflection to apply best practices in academic and social settings. The administration encourages an open door policy that reinforces educators within the classroom, their decision-making and roles in the school and the community at large. Staff and administration provide opportunities during staff meetings to recognize other members of the team using the FISH philosophy: play, make your students day, be there, and choose your attitude. This positive recognition is a reminder that actions are seen and valued.

Staff surveys are utilized to pinpoint strategic areas of improvement and success that ensure staff are heard and recognized as valued members of the school community. One key survey result regarding professional development was a desire to conduct book talks. Fall of 2018, the first book talk was held with overwhelming success. The teachers appreciated the flexibility of choosing books that related to areas they wanted to strengthen.

One book chosen was "Teach Like a Pirate" by Dave Burgess. Many of the teachers were hoping to find new ways to engage students who are passive in the classroom. We also want to combat the absenteeism and low priority that education receives from some students. The discussions that grew from the book talk were actionable, relevant, and provided teachers with the opportunity to view student lives from both a vertical and horizontal collaborative approach. The administration was supportive of the actions taken, and has encouraged the staff to seek out professional development that is both specific to each member's needs, as well as training that can be shared to the benefit of the whole staff.

Clancy School understands the value of professional development and encourages staff to seek additional training. Teachers have been able to attend training on anxiety, autism, and approved MTSS team members attended a national PBIS conference. Providing growth opportunities for teachers to become teacher leaders within the school has led to a positive culture that encourages continued education and professional achievement.

4. School Leadership:

Clancy School's leadership philosophy is centered around its students and staff. It is the mission of the school to provide a safe, respectful, and nurturing environment for all. Our school leadership ensures that every decision is focused on student and staff needs.

School leadership begins with being present and engaged outside of the office: the superintendent and principal are seen daily traveling through the halls to acknowledge students and staff. The superintendent and principal share a belief that being present creates an engaged leader. Visibility outside the office provides impactful opportunities to converse with students, staff, and families. It is also a component for creating positive culture within a school.

Positive culture is fostered through the open-door policy of the superintendent and principal. Encouraging communication is a key component to fostering the needs of students and staff. There is a commitment to shared responsibility and collaboration in responding to issues and ensuring Clancy staff have opportunities to provide anonymous feedback on the leadership within the school. Staff members are provided the opportunity to respond in the form of open-ended responses. The superintendent and principal carefully analyze and present the results of the survey, as well as collaborate with staff on making improvements. Constructive feedback is important to maintaining a positive culture. Clancy School has created committees that focus on inspiring and empowering every learner, as well as fostering high expectations for academic achievement and personal growth.

School leadership emphasizes a collaborative working environment that encourages team teaching, as well as moving across grade levels to determine best practices to differentiate and diversify teaching for all students. Opportunities to seek out professional development are encouraged. School leadership highlights student achievement through the cultivation of effective practices and a creative teaching environment.

Data drives decision-making to ensure the school vision is adhered to with fidelity. School leadership ensures curriculum and assessment will align with student academic success. High academic achievement is accomplished by setting goals based on state standards, and school leadership integrates these goals into the core of the school culture, forging a team dedicated to student success.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Clancy School employs multiple strategies to help us stand out and rise above the rest. One of the most prevalent and instrumental approaches to our school's success is a socio-emotional philosophy of Teamwork. We work as a team within our building: collaborating among staff, interacting daily with students, proudly involving families and the community in the academic rigors and activities that are lasting contributions to student success. Clancy School teams up with parents and our community to create partnerships. A strong sense of community fosters good citizenship and personal responsibility, which ties back to the Clancy School R.O.A.R. ethos.

As a school-wide team, we collaborate to put tools into place to ensure everyone feels valued and respected. Our school-wide MTSS model guides everything we do to help all students know the expectations and provides a safe, secure, and supportive environment. As a united team, we model our expectations, we demonstrate the expectations among ourselves, we teach the students what R.O.A.R. means from the moment they walk through our doors until, and beyond, the day they graduate from our school. Clancy staff work together with the common goal of doing what is best for our students, which is part of being a Clancy School team.

Our students demonstrate teamwork everyday. At Clancy School, it is commonplace to see kindergarten through eighth graders utilizing teamwork to accomplish both academic and social goals. Students come to know and trust one other: academic and social challenges are met with perseverance and determination. They have a sense of community and pride in their school, themselves, and each other; this includes activities like Big Buddy-Little Buddy reading, which pairs kindergarten and first graders with third through fifth grade students. The students gain reading skills and confidence as they read, talk, and listen to one another take turns being reader and listener. During the past two years our elementary students have participated in a school-wide Field Day, which builds and strengthens relationships. Students from multiple grade levels are grouped together and complete a variety of competitive and cooperative activities. Students are offered guidance, support, and encouragement from older peers who serve as team leaders, as well as from caring staff.

Clancy School works to ensure our families know they are a valued part of the team. When families and schools work together, families are more willing to engage in their children's academic role. As a school-wide team, Clancy School strives to foster within each student a love of learning and a high degree of success.