

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

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

School Mailing Address 728 South Flood
(If address is P.O. Box, also include street address.)

City Norman State OK Zip Code+4 (9 digits total) 73069-4555

County Cleveland County

Telephone (405) 366-5914 Fax (405) 366-5916

Web site/URL https://www.normanpublicschools.org/Domain/17 E-mail cemerson@norman.k12.ok.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Nick Migliorino E-mail nickm@norman.k12.ok.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Norman Public Schools Tel. (405) 364-1339

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Ms. Linda Sexton
(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.

(School Board President's/Chairperson's Signature) Date _____

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):
- 17 Elementary schools (includes K-8)
 - 4 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 23 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	21	19	40
K	32	32	64
1	37	32	69
2	38	39	77
3	36	28	64
4	33	21	54
5	33	32	65
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	230	203	433

*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):
- 2 % American Indian or Alaska Native
 - 9 % Asian
 - 3 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 65 % White
 - 12 % 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: 10%

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	24
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	18
(3) Total of all transferred students [sum of rows (1) and (2)]	42
(4) Total number of students in the school as of October 1, 2018	411
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

Arabic, Bulgarian, Chinese, Creoles and Pidgins, German, Hebrew, Hindi, Indonesian, Italian, Korean, Malayalam, Persian, Portuguese, Russian, Sinhalese, Spanish, and Turkish

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

7. Students eligible for free/reduced-priced meals: 26 %

Total number students who qualify: 112

8. Students receiving special education services: 18 %

80 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>1</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>48</u> Developmental Delay | <u>10</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>2</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: 10

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	19
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	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 23:1

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	95%	95%	95%	95%	94%
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. 2005

15. In a couple of sentences, provide the school’s mission or vision statement.

Our mission is to integrate children, parents, and community into the learning process, accept individual differences, and maintain a nurturing environment while providing developmentally appropriate experiences.

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

McKinley Elementary is located in the center of Norman, Oklahoma. It is a city of 100,000 people with many diverse populations/cultures which are celebrated by both our school district and our entire community. The University of Oklahoma is located in our city and brings with it the college town atmosphere to our community. McKinley was established in 1922 and has a great history of academic excellence, parental support and school pride. Many generations of Norman families have attended McKinley and we are proud that former students are now teachers helping the next generation succeed.

Currently we have 435 students enrolled in grades PreK-Fifth. Our students come to us from all over the world. As our campus is located a few short blocks from the University of Oklahoma, we benefit in various ways. Many full-time university professors and campus administrative leaders place their students with us, visiting professors choose to live in apartments in our zone so that their children can attend McKinley, outstanding college students volunteer to be mentors for our students, and we host many practicum and student teachers each year.

We are fortunate to have an excellent staff who all are highly invested in each child in our school. They are individuals who are continuous learners, selfless, work long hours, and value each other and hold each other accountable to provide the best possible education for every child. We are fortunate that we are able to select from many applicants when an opening does occur so that we are able to choose outstanding people to join our staff.

Seventy percent of our students live in our zone and thirty percent of our students attend McKinley through parent requested district approved transfers. As a preferred campus in Norman, our school has continued to grow in number each year. Unfortunately, we are unable to accept all the transfer requests due to our building's capacity. We are proud that we are also a preferred choice of homeless and disadvantaged families.

Our staff strongly believes in/adheres to our core values which are: integrity, inclusiveness, collaboration and optimism. These elements are evident in every decision we make, every lesson we teach and in our collaboration with each other, and our families. We love and support our students; our parents love and support our staff; and our students are blessed with this circle of love surrounding them.

Parents/guardians stay engaged in our daily school life by attending assemblies and events, volunteering in classrooms, presenting information to classes, sharing their cultures and backgrounds at school assemblies, volunteering at our many Parent Teacher Association sponsored events and spending countless hours raising funds in an effort to help provide financial support towards the needs of students and staff. Our amazing families work with the counselor and principal to make sure all students have their needs met, whether it is field trip costs, yearbook costs, free event coupons, food, clothing, gifts at holidays, and give anonymous donations when families have larger needs when they are in crisis.

Twenty-six percent of our student body qualify for the free and reduced lunch program, nineteen percent of our students qualify for Special Education Services and thirty percent of our students qualify for Gifted and Talented Services. We value this diversity!

Our fundamental and uncompromising belief is that every child must be valued for who they are. We truly believe that every decision must be made using the lens of how it will affect each child.

From the moment our students come through our doors, they are treated as family. We begin each morning with a whole school assembly entitled "Good Morning, McKinley". At these staff designed and led assemblies, we have fun together, celebrate successes, learn more about each other and are ready for the day. Our classrooms are full of warmth and acceptance. We are pleased that our cafeteria is noisy with students engaging with each other. Our students play with their friends at recess and help each other by talking out issues. When there are challenges at recess, staff is there to listen to each side of the issue and help our students as they learn to work through their disagreements. All staff members are kind and warm with not

only their students but all students. Staff voices are never raised. Students feel empowered to share their struggles with their teachers, our counselor and our principal. We have many school traditions that make up the “McKinley way”. With this acceptance and love, our school is home to all students!

At the beginning of each school year, we assess our students’ academic knowledge and use this data to create specific learning plans that provide for their needs. Our goal is to help every child gain more than one year’s academic achievement as evidenced by local and state assessments. We focus our efforts so that our students are prepared for success in middle school, high school and beyond. Our staff focuses on our student data and researches new means for interventions. During our data mining sessions, we noticed that our reading comprehension skills were not at our desired success rate. Together, we studied nationally recognized authors/experts in this area and implemented their suggestions in our teaching which lead to higher student success and satisfaction with their work.

Oklahoma learning standards are the basis for our instruction. Interventions, remediation and acceleration are provided to our students in many ways. Our classroom teachers provide supports for our students in the classrooms, our Gifted Resource teacher provides support for students, we allow students to move to a higher grade-level for instruction if the school/parent team feels it is best and students work with an added PTA financed intervention/acceleration teacher.

Special education supports on our campus comes in varied forms: teacher assistants work in the classrooms to support our students, resource teachers provide strategies for classroom teachers, and students receive support in the resource classrooms when they need to work in smaller groups.

Our school is fortunate to welcome students from all over the district who need specialized behavior supports. Although they have their own staff and classroom, we work diligently to include these children in the regular classrooms and they are included in all school wide events. At McKinley, we provide specialized research-based instruction for our students who qualify for dyslexic support. We are unique in this offering in Norman.

Central to our beliefs is the underlining premise that we must teach the whole child. Students are given multiple opportunities for academic, emotional/social and physical growth. Some of these opportunities include: helping other students at recess, reading to younger students, being selected as a HERO of the month, helping in the office, and aiding classroom teachers. Our counselor teaches guidance lessons that focus on emotional well-being, bullying, how to handle personal challenges, how to handle conflict and how to celebrate the strengths and cultures of others.

McKinley students enjoy many activities both during and after school that allow them to collaborate with their peers. We offer: robotics club, reading club, student council, running club, Chinese language club, orchestra, choir, garden club, and math club. Our students are also offered the opportunity to participate in the Spelling Bee at both the lower and upper grades, the Geography Bee, the Math Olympia and the Oklahoma Marathon.

We believe in teaching leadership and give our students many opportunities to assist one another and our community. Fifth grade students are encouraged to run for student council office. Once elected by the entire school body, they listen to student suggestions, help make school wide decisions and host events that add much to our campus life. Our students are community minded who help raise money for different charities such as district sponsored homeless shelter for high school students, our city animal shelters, and food/coat drives for the homeless. The McKinley choir visits nursing homes during the year to perform for and visit with the residents.

Our school is centered on the concept of everyone (students, parents and staff) belonging to one large family. We focus on character building and reward students for their progress by choosing “HEROs of the Month” who are celebrated at all school assemblies and attend an off-campus event sponsored by the counselor and principal. Family picnics are sponsored by our PTA and held on our playground. They are an amazing event where we enjoy visiting and eating together. All-school events such as Folk Dancing and Family Fun Night are well attended by our students/families as well as our former students. During the year,

classes are often rewarded by their teacher with events of their choosing for great work and great behavior. We encourage parents to be involved in daily life and many attend our morning assemblies.

In an effort to celebrate the hard work of our fifth graders, students are allowed to spend the night at school with their teachers and principal, go to SeaWorld for a Fifth Grade Trip and spend the day at the principal's home to end their year with fun and reflection. We believe that these events add much to the emotional and cultural well-being of our students.

McKinley was the recipient of the Blue Ribbon Award in 2005. The national recognition of our success was welcomed with outstanding enthusiasm by our entire McKinley Family and we still cherish the award today. The Blue Ribbon Award was so meaningful to our school family that we have worked tirelessly to be continue to be worthy of this acknowledgement.

In the fifteen years following this award, our school has changed immensely. In 2005, the school enrollment was around 280 students, 12% Free and Reduced Lunch qualifiers, one teacher per grade level, few EL students and few transfer students. We have few teachers from that time among our current teaching staff and have had several changes in campus leadership.

During the past ten years, we have evolved into a campus where all staff members strive for excellence by keeping our focus on the needs of students. Our principal believes in shared leadership and therefore staff have decision making powers in all areas of school life. We have created three leadership teams where staff choose to serve. These teams are: curriculum/data, finances and school culture. These teams choose their chairpersons who help all members work collaboratively. Our principal supports each team while keeping the focus on what is best for all.

Although we have had many changes, our guiding principals have not changed. We continue to believe in the uniqueness and value of every child. We believe that it is our responsibility to provide the most nurturing and academically challenging learning environment based on sound instructional practices. We believe that uniting with our parents, we can do great things!

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

Our philosophy centers on the idea that each child is unique and learns in different ways. Thus, our school is a place where not all students are doing the same thing at the same time. When you walk in classes, one will find students talking about their learning with the teacher, working in centers and working on individual projects. Our classes hum with the sounds of student voices discussing content, sharing their ideas and helping each other.

We base all instruction on the Oklahoma Academic Standards. Our district provides a scope and sequence in all content areas which provides a foundation for our instruction. In addition, our district provides benchmarks which occur three times per year and we take advantage of a fourth opportunity as well. Our district curriculum provides unit tests. Teachers create assessments to check for weekly student understanding.

During the summer, our staff studies the previous year's student data to determine where we need to modify our instructional methods, narrow our focus on standards and determine where financial supports would be most effective.

Our staff strategically uses a five-tier approach for meeting all students' needs. These needs are met by utilizing a variety of personnel and support systems. These supports include: classroom teachers, reading specialists, teacher assistants, special education teachers, our gifted/talented teacher, and our ELL teacher. We also provide a dyslexia program which is funded by our wonderful PTA. We have several technology-based supports for reading and math as well.

1b. Reading/English language arts

Our Reading/English Language Arts instruction is as varied as our students. Our district provides a research-based program that focuses on direct instruction. We also have the opportunity to use a balanced literacy approach which includes: reading to students, shared reading, word study, guided reading, independent reading, modeled writing, shared writing, interactive writing, guided writing and independent writing.

We use short large group instruction and use the majority of our language arts time for small group differentiated instruction. This gives us the ability to truly focus on the needs of the individual students with less student wait time. We use leveled readers in our small groups so that students are confident in their practice. Our state requires more instructional time for language arts during the school day and we use every minute wisely. This time is invaluable for our efforts to incorporate all the components of the balanced literacy approach each week.

As a staff, we determined (after focusing on school-wide student writing samples) that we needed a stronger writing focus, with clear expectations, so that our grade level alignment would be more productive. Our teams spent much time collaborating to create rubrics that not only met the new state expectations but also set expectations for students who could go beyond grade level standards. The district reading program includes many forms of weekly assessments that we use to determine current success, as well as, to determine interventions needed for specific students. Grade level teams meet weekly to analyze this data and discuss specific strategies to support our students. In addition, our students complete district benchmarks three times per year which are very helpful in determining the next steps for invention and enrichment.

Our grade level teachers, counselor, reading specialist and principal participate in Professional Learning Communities once per week and use this time to discuss each child's progress and next steps for instruction and support. We invite the District Early Childhood Director and the District Language Arts Coordinator to our PLCs each nine weeks so that they are able to collaborate with us ensuring we use our resources to the

best possible end.

Our classroom teachers provide interventions for students in their homerooms. Students also receive intervention support from our Reading Specialist. We are also fortunate that our campus PTA funds an extra reading specialist who provides support for our students who are slightly below grade level or who need enrichment. Based on data, we also allow students to move to a higher grade for instruction if the learning team and parent feels it is appropriate for the child's needs. Students enjoy this time to work with others who are on their learning level regardless of age. Our students are taught to track their own data, to take risks in their learning and to be proud of their progress.

1c. Mathematics

The State of Oklahoma provides our instructional focus which is: high expectations for all, math practices which stimulate curiosity, create enjoyment, and develop deep understanding while focusing on problem solving and explanation of the work. Our district provides a research-based math program that is based on spiraling learning with distributed practice.

Our instructional practices are similar to those we use to teach reading. Our teachers begin with large group instruction to teach the overall mathematics concepts. Using data from our weekly assessments, we place students in small groups to work with the teacher in their specific area of need whether it is remediation, on grade level work or acceleration.

Students are taught to use manipulatives in all grades to help them attain clear knowledge of the content so that they are able to explain their understandings. It is very important for us to allow students time to take risks and make mistakes without fear. These discussions allow our staff to determine where the students have errors in their thinking, which in turn helps the teachers reteach the content in small groups. Students are required to show their work at all times and explain their work by creating written responses.

During class time, students work with many engaging math games where they are required to discuss their thinking with their peers. Students are taught how to ask probing questions of their peers in an effort to help find clear understanding of content.

The district benchmarks provide important information for all levels of individual/group student achievement. We meet in PLCs to discuss student data, learning goals and instructional practices in an effort to find new methods to support our students. We also invite our Coordinator of Mathematics to our math PLCs allowing us to collaborate with an expert in the field. Her perspective adds to our discussions in an effort to help each child succeed. We use student data as a determining factor for a student to be moved to a higher grade for instruction.

Our GT teacher teaches both algebra and geometry to our students who need these enrichment opportunities. Our math curriculum offers a component of online activities which are excellent for interventions/enrichment opportunities and our students enjoy these activities. We also send supports home to our families as the methods we use are sometimes unfamiliar to them. Daily review practice is sent home each evening and reviewed daily in class. We require practical use of mathematics in daily school life in an effort to help our students understand that mathematics understanding is vital to our daily lives.

With our campus PTA's financial support, we are able to employ a teacher who meets with small groups of students who are not on grade level or who need mathematic enrichment. Students who need more specialized support have teacher assistants who help them in their regular class. Students with the most need attend added math sessions with our resource teachers.

1d. Science

Science instruction at McKinley is aligned to state standards and our district pacing guides. Our concepts include: physical science, life science and earth/space science. Although each day is filled with many academic pursuits, we are adamant that science instruction takes place.

Our students at all grade levels are taught through action-based investigations. We are fortunate that we receive science supplies from our district that provide the opportunity for our students to work with many materials and live creatures.

Our lessons provide an opportunity for students to carry out investigations, analyze and interpret the data while using mathematics thinking. From the beginning of their educational life at McKinley in PreK to fifth grade, we involve our students in hands-on science labs that offer time for curiosity and wonder. We help our students find ways to construct explanations of their work and provide time for them to share their thinking with their classmates. In our classes one would see: class pets, plants growing, experiments in many stages and written documents containing student/class evidence-based problems and conclusions. We encourage parents who are scientists to visit classrooms to demonstrate and add expertise to our discussions. All grade levels have been involved in our school garden project.

Our students of all ages enjoy their science activities and understand the world around them based on this learning. Each year, our students look forward to the culmination of our science instruction as our fifth-grade students build their own rockets. They launch these rockets with the whole school as an audience on our playground during the last weeks of school each year. Fifth grade students share their rocket design and then once the rockets are launched conclusions are drawn to their success based on their designs. Our students continue to be amazed by this event. We believe that we encourage our students to see science themselves as future inventors and scientists!

We also provide an after-school robotics club for our lower and upper grade students. Even though we offer two clubs and several sessions, our waiting list is long. Our students are drawn to these clubs as they get to use their math and science skills to program the bots. Bot challenges involve individual and team competition, thus working collaboratively is a must. Our teams are involved other competitions between schools. These events are highly attended by their parents. We are proud that both girls and boys in equal participate in our robotics clubs!

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

Social Studies instruction at McKinley is aligned to the Oklahoma Academic Standards and district pacing guide. Our major areas include: history, geography, civics and economics. We use books, magazines, current events, maps and school community life to teach the concepts.

All students from PreK to fifth grade are involved in helping to create agreements that guide their classroom community. Students are taught to treat each other with respect and to value each other's thoughts and opinions. We use this as a first step to help students understand the democratic process. Students at all levels are continually involved in analyzing common classroom concerns and are able to find positive ways to find solutions to these concerns. Our fifth-grade student council elections offer the opportunity for students to design their own platforms based on perceived student needs, make speeches in front of our entire school community ending with elections that include voting by all students PreK-5. This helps all students understand how they are a member of the wider school community and have a voice in elections and school decisions.

Students are taught to understand geography in relation to how our school fits into our community, our nation and the world. It is helpful that we have McKinley families from countries all over the world who are willing to share their culture and traditions with us. Our students gain authentic knowledge and understanding of our world not just from a book or TV.

Our curriculum includes studying historical events that have shaped our school, community, nation and world. Students work in small teams to discuss what they have learned and how this knowledge can help them shape a better world in the future. We use a guided inquiry method which allows students to select topics of personal interest to research and share. Our students have focused on community helpers, state historical figures, states, foreign countries and present their work to or school class by class. Our fifth graders learn about the American colonies. Their culminating activity is to host a Colonial Fair. Students

dress in authentic costumes and work in teams to showcase jobs from the era. Our whole school looks forward to this event each year. Our gym is full of excitement as we listen to their stories of Colonial times!

In many classrooms, students earn tokens for: showing perseverance when work is challenging, keeping a great attitude, helping another child, complimenting other children's work, and following classroom rules. They are taught how to spend and save their tokens on preferred activities in an effort to teach economic understanding.

We are also proud that our school participates in the National Geography Bee and amazed at how knowledgeable our students are in regards to places in our world.

1f. For secondary schools:

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

We are fortunate to have two full-day Pre-Kindergarten classes on our campus. Our core curriculum focuses on literacy, numeracy, social and emotional lessons, music, art, science and social studies. These contents are first taught during various whole group lesson times. Our PreK teachers also work with students in small groups on specific skills that are covered more broadly in whole group lessons. Center time is an intricate part of our Pre-K student's day. Each day, students are given an opportunity to explore learning activities which are created to foster curiosity and discovery.

Given the chance, students work together to use their imaginations to create their own learning. Oral language skills vastly increase during this unique learning block. Our PreK students release energy and develop their large motor skills during physical activity outside when the weather permits. Each day our PreK students attend a music and movement class which is taught by one of our music teachers.

Meaningful classroom instruction occurs each day that building on state standards. This focus helps to prepare them for a successful kindergarten experience. Our student data indicates a higher success rate in kindergarten and beyond when the student has attended our PreK classes. The students are familiar with each content area and are more adjusted to being in school. We also have the opportunity to provide more supports and interventions for those in need. Our PreK parents are very supportive of our teaching staff and are interested in all facets of their child's learning.

Our one regret is that not all our PreK students are able to transfer back to our school for kindergarten due to our campus capacity. Although, we miss these students, we believe that we have helped them to be successful on their home campuses!

2. Other Curriculum Areas:

McKinley offers a multifaceted curriculum to all our students. Our basis for all instruction is the Oklahoma Academic Standards. Our PreK students are taught music and movement every day. Students in grades K-5 have music on alternating days.

Our music focus is to provide opportunities for students to learn from a variety of genres and to create understanding of how each has contributed to the heritage of our society. Our teachers collect and use student data to create supports to ensure that all students gain the required musical understanding.

We provide students an opportunity to use this knowledge in classroom participation as well as during performances for our school and families. Our music programs performed in the evening and are a delight. They are well attended by our students, families and district personnel. Our music teachers incorporate instruments, movement, and dance into their programs keeping student interest at a high level.

We also offer an after-school honor choir for students who thrive on added music experiences. The honor choir performs for our community and for our campus. Our teachers collaborate with our physical education teacher to teach our students square dancing. Our students in grades K-5 present a program of square

dancing where their parents are included in the dances. For this event, students, staff and parents dress in western attire and enjoy creating these square dance memories!

Our classroom teachers incorporate visual arts in their weekly lessons. Students are taught about art, its forms, its connection to life and events and how to express their own creative ideas. Student art work is proudly displayed each week on our hallway bulletin boards.

We offer an after-school art club each nine weeks and yet we continue to have a long waiting list. The art club is hosted by two teachers and is supported financially by our campus PTA.

Our PTA also sponsors students who participate in the National PTA Reflections program. This program allows students to enter photography, art, poetry, dance and music creations. We are proud that we have so many students who participate. Our student's entries have been selected as both state and national winners. The PTA hosts an evening event for students, families and staff to celebrate each child's entry and creativity.

Our physical education teacher keeps our students physically active during alternating days' lessons. He emphasizes that exercise must be a life-long pursuit. His lessons incorporate the OAS in both areas of physical education and health/nutrition. We have an after-school running club that is sponsored by our principal and our PTA. To celebrate student participation in the running club, our principal and parent sponsors travel to Oklahoma City by bus to participate in the Oklahoma City Bombing Memorial Marathon. Participating in this event has a two-fold benefit, we celebrate student efforts to stay healthy and physically fit as well as teach them about Oklahoma history.

All students are taught about different languages and cultures at McKinley. Students in K-2 are instructed in the Chinese language weekly. We are fortunate to be connected with the Confucius Center at The University of Oklahoma. This center provides financial support for the Chinese teacher and supplies/materials. Through this association our campus is provided several school assemblies each year which showcase Chinese culture. We are pleased to celebrate Chinese New Year with a school wide assembly and activities. Beginning Spanish is taught in our upper grade classes. We use native speakers from our campus family to support this initiative as well.

Our library is known as the 'hub' of our school. Our library is central not only in location but to all that we do. Our librarian provides flexible scheduling and all-day check out of books and materials. Our librarian collaborates with our classroom teachers to teach language arts concepts, higher order thinking skills and research principles. She and the principal sponsor award assemblies each nine weeks that reward students with books of their choice for each milestone achieved. Our campus had a total of more than 700,000 minutes read last year. As a yearly reward for excellence in reading and writing, the librarian and principal sponsor a field trip to Oklahoma City to attend an Oklahoma Thunder professional basketball game for our upper grade students. Our librarian is also our technology support. She not only works with teachers on how to incorporate effective learning through technology she keeps our systems working. She has incorporated a maker space into our library and has sponsored multifaceted technology day-long events on our campus where students are able to use 3D printers for their projects. All students use technology for content related practice, research and projects.

As mentioned previously, our counselor provides monthly classroom guidance lessons for all grade levels which are aligned with the American School Counselor National Standards for Students. Topics include academic achievement, bullying, positive social skills, citizenship, personal success, career choices and character building. These topics are also areas of focus in our morning assemblies. The counselor plans and implements spirit weeks that add fun and excitement for our students. She also has a full schedule of students who come to her needing small group and individual emotional support. As she was previously our lead special education teacher and has great knowledge, she collaborates with teachers and parents to create positive behavior support plans as well as gives great insight/suggestions for our classroom interventions.

3. Academic Supports:

3a. Students performing below grade level

Most Thursdays are set aside for our PLCs (professional learning communities). Our grade level teams meet with the counselor and principal during their planning times to discuss the status of each child in each class. At this time, much focus is given to the needs of our students who are performing below level. Using recent student data, we are able to determine where students have specific needs for growth. We discuss our instructional processes, possible reasons for these deficits and plan specific interventions which often are multidimensional. Teachers share strategies that have been successful in their classrooms.

As each child is unique, each set of plans are unique. Our plans include what instructional strategies we will use, who is responsible for providing the support and how we will collect data to determine growth.

We believe that students learn best when they spend more time with their teacher in focused intervention. Therefore, we have added time to our reading and math instructional schedules so that these work sessions can occur. Our students are also supported by our reading specialist, reading tutors and classroom teacher assistants. These students receive focused, specific intervention several times per day.

We notice when our students are discouraged, have physical needs, have behavior challenges and when they just need a hug or pat on the back. Many times, our plans include assigning students an outside mentor, a buddy staff member or trips to the sensory room to relax and refocus. We are also in weekly communication with the child's parents as we believe they are instrumental in helping us help their child. When our team feels we have used as many interventions as possible and the child is not improving as we would expect, we meet with the parents and discuss special education testing. We value the testing that is completed by our school psychologist as we learn much from of how a student learns during the eligibility meetings. Most students we refer for special education testing actually qualify for the support.

Last summer, our staff reviewed our state testing data and determined that our largest achievement gaps were seen in our students with special needs and those who qualified as economically disadvantaged. Our instructional team worked diligently to review our instructional practices to determine where we could make changes that would produce higher student learning for both groups.

We had many discussions with our entire staff in an effort to get input from everyone. By working with our school psychologist, we were able review specific areas on student special education testing and determined that many of our students showed dyslexic tendencies. Therefore, we hired an additional, experienced teacher who works with each child individually each day using a research based, highly recommended program. These students have shown great progress. Some of these students qualify as special needs and gifted/talented. We feel that they have become more confident learners and happier people. We are pleased that we have found an additional support for these students.

Our economically disadvantaged students often have challenging home lives which lead to attendance issues. We chose to assign mentors to these students who meet with them weekly. The students are encouraged to attend school by rewarding their attendance with hugs and daily pats on the back. Positive support plans have been put into place that allow students to choose preferred activities when they have met their goals. Our food backpack program has enabled us to help them not go hungry. In school, we have created time for them to meet with their teacher/school staff mentor for short periods of each day to just visit and share. We believe that by meeting their social/emotional and basis needs, it is impacting their learning as well. These students are also given more small group time with their teacher to work on specific skills.

3b. Students performing above grade level

Many students attending McKinley perform above grade level. Although not required by our state or district, we convene an acceleration committee which consists of the child's parent, our gifted teacher, the classroom teacher and the principal to review current data and to determine how best to meet the student's needs.

Our plans are as varied as our students. We plan for acceleration in the regular classrooms by allowing students to work on grade level content with a deeper focus, add support by having the child attend gifted education classes, provide projects in the classroom, and if needed move to a higher-grade level for instruction. We discuss the social-emotional needs of the child and create plans for support in that area as well. We continue to track many points of data to determine if the student's needs were met. Keep all students challenged is a major goal for us.

We also have students who qualify for special education support in one area and need acceleration in other areas. We work collaboratively to create schedules where both supports are available for the child.

We also have students who whose academic performance is more than one grade level above their peers. We use our process for these students by working through their data with the committee. At times, we have used technology-based programs with guidance from the gifted teacher to meet this high expectation.

3c. Special education

During the past ten years, we have become a campus where parents are willing to move to our zone and so that their children with special needs can attend our school.

All our special needs students attend regular classrooms. When a new child moves into our zone with special needs, we quickly meet with their child's special education team to review their current plan and make changes to our environment or instruction to fit their needs.

Based on their Individual Education Plan, we give them support by monitoring their class work, attending small groups lessons in the resource room or give them support in the regular classroom from our special education teacher assistants.

Our staff members model patience and understanding. This modeling helps our students to be accepting of their learning differences and unique abilities.

We monitor student progress weekly and continue to focus on helping each student grow more than one year academically in an effort to help them be as close to grade level as possible when they leave us after the fifth grade. Our regular classrooms teachers and special education teachers meet monthly to discuss current student progress and instructional practices.

Our staff includes parents in all decision-making and keeps them well informed of their progress and needs. We schedule special education review meetings either in the morning or late afternoon to support our working parents.

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

Although we have students from all over the world, our highest ELL subgroup is from the country of China. Most of these families come to The University of Oklahoma to continue their education or to become members of the university staff. They choose homes and apartments within our school zone so that their children can attend our school.

Most of these students come to us knowing very little English. We have a part time ELL teacher who works with the classroom teachers to help acclimate them to our campus. These students learn our language and our customs quickly.

The teachers model patience and acceptance and in turn our students help them learn our procedures and practices. The teachers help them understand our content and they excel quickly in academic areas.

Many of these students stay one year or part of two school years. The students work hard to do whatever our other students are doing in class. We are proud to support them in our school. When they return to China

many of these students attend McKinley school events using technology. We are proud to welcome them to the McKinley Family!

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

All staff members on our campus have a strong belief that every student is to be cherished for who they are as individuals. Staff model this belief with every interaction with students, other staff members and our families.

Students are actively engaged in class as they are part of a classroom environment which values risk taking and idea sharing. Staff members create and implement engaging lessons that require high cognition with an emphasis on problem solving. Students are encouraged to engage in all areas of school life, from leading school assemblies both in the morning and on Friday afternoons, to participating in our many after school clubs.

Teachers use student-chosen class rewards such as pajama day, hat day, bring your favorite book day, or stuffed animal day when their students have met their class goals. The principal completes school walkthroughs giving out gold pencils for student success. During classroom walkthroughs, classes are given principal points for all being on task with their learning. These principal points are logged on a public place in the classroom and students look forward to the time when their class has collected ten points which are then traded for a free recess with the principal.

Students in grades K-5 are taught to create academic goals and chart their progress during the school year. We teach our students to have a growth mindset which helps our students focus on their own growth and not compare themselves to others. K-5 students lead their own parent conferences in the spring of each year. They are taught to highlight their growth in the areas of academics and citizenship as well as share their plans for continued improvement.

Specific, verbal praise is used in all areas of our building by all staff. School student surveys indicate our students want to come to school as they feel our staff cares about them. Students indicate that they feel challenged by their school work.

We encouraged students to share their honest feelings and concerns with our staff. When students bring issues to the principal, she allows them to discuss their concerns with the entire student body in an effort to have all students participate in the process of improving these areas of concern. Several years ago, our student council met with the principal to report that a large number of students felt there was not enough outside play time. As our state had clear limits on recesses, the principal took this concern to the district level and got approval for an added weekly recess of thirty minutes with the condition that all students who attend must have their work completed for the week. Our HERO weekly recess hosted by our teacher assistants, counselor and principal has become a treasured part of our week with a two-fold advantage. Students are eager to complete their work and this allows the principal time to get to know our students.

2. Engaging Families and Community:

Our parents are our partners in all that we do. Our teachers communicate through newsletters that outline the learning goals for each week, as well as highlight any special activities that will occur. Teachers use an electronic message system for daily communication which allows parents to not only communicate with them but with each other. Thursday folders are sent home each week with graded work for parent review. Our district uses parent portal technology so that parents can check on their child's progress as often as they would like. Teachers value parent feedback. They communicate in a positive manner with our parents even when the situation might be challenging. Our parent surveys indicate that they have a high regard for the staff and school leader. We have 100% participation in our parent conferences both in the fall and spring each year.

The principal's weekly newsletter highlights school philosophy, procedures, school-wide events and includes pictures of students participating in school life. She has an open-door policy and is available to our

families. She values their input in daily life at McKinley.

Our parents are very engaged in all areas of school life. Parents are encouraged to volunteer in classrooms and to support learning through working with small groups of students or helping to create hands-on activities. Parents choose to be party helpers and create outstanding classroom events for our students. They attend school programs, help at PTA sponsored events, sponsor clubs themselves, volunteer in classes and participate in PTA fundraising efforts. Our parents have high expectations for our staff and for their children. They encourage their child to work hard, obey school procedures and treat each other with kindness. They are accepting of each other. Parent surveys indicate they are pleased with their child's education. Our long transfer list indicates that parents outside our community want their children to experience the 'McKinley way'.

We have a very involved and supportive PTA. Each summer, the PTA leadership groups meet with the principal and teacher representative to align the fundraising efforts to match the school's site improvement plan. The PTA funds classroom projects, student reward events, professional development, staff appreciation days, specialist salaries, school field trips, whole school events, student clubs and teacher grants. PTA meetings are well attended by parents who share their ideas for how to support our students' learning. All parents are encouraged to participate in the PTA. PTA information is placed in the principal's newsletter.

Our school is fortunate to have several local businesses that are our partners who also financially support our school.

3. Creating Professional Culture:

At McKinley, we all work as a team to create the best possible learning environment for our students as well as for our staff. Our principal believes in the shared leadership approach; therefore, teachers are involved in every area of school life.

We begin each year with a retreat for all staff at our principal's home which includes her cooking/serving breakfast and lunch. We enjoy being together to share and reconnect in the morning. In the afternoon, our campus leadership teams present beginning of the year information so that we are organized and ready to receive our students.

Our teacher-leadership teams are: instructional, financial, and culture/climate. Teachers choose which committee best fits their interest and strengths. Leadership chairpersons are chosen by the members. Each of these teams is vital to the success of our school.

Our instructional team begins each year by reviewing our state and local data, getting input from our teachers and then creating our campus improvement plan. This plan involves all areas of school life but is primarily focused on student academic achievement. The plan includes determining what professional development will be most beneficial for teachers. The team continues this work throughout the school year. Most of our staff development is presented by our own teacher experts.

Our financial committee works with the staff to determine the financial needs of our campus and works with the principal to find ways to fund these needs.

Our culture/climate committee creates activities that enhance our school life for both students and staff. They help us maintain our school wide procedures, study our behavior data and present this information to our staff. They organize celebration events for our students and for our staff (both professional and personal). Most of our weekly staff meetings are led by our teacher leadership groups.

When there is a staff position open, the teachers from that grade level are asked to create questions that will be included in the interview process. The teachers and principal interview and select new hires together. Using this process, we are able to create powerful grade level teams, who use their unique strengths and knowledge to collaborate for the good of our students. These teams become close personally as well.

When completing the evaluation process, our principal focuses on the strengths of each person. During post conferences, teachers are asked to share what they believe were the strengths of their teaching before goals are set for possible next steps.

Teachers at our campus are encouraged and supported in their career goals. We have many teachers who have gotten post-graduate degrees who are now ready to be future reading specialists, librarians, curriculum specialists and principals. In the past year, our principal has served as mentor for three of our teachers as they have completed their administrative degrees.

Teachers value and respect each other on our campus. We work as a team and support each other both professionally and personally.

Our parents value our teachers greatly and are supportive and giving. They help their children celebrate the teacher's birthday as a class and are affirming in their conversations. Our PTA is very generous by giving teachers substantial financial support for classroom supplies, teacher grants and by preparing and hosting monthly staff appreciation lunches. Our PTA and principal designed and remodeled the staff lounge two years to provide a space of comfort for our staff.

4. School Leadership:

The philosophy of McKinley's leadership is founded in the understanding that every child is unique and learns in different ways. In addition, every child is valued for who they are as individuals. The McKinley principal models this expectation throughout the entire school building, which sets a precedent for staff to view every child through this lens as well.

McKinley Elementary is structured as a collaborative environment, where every staff members' opinion is heard and valued. The school environment is inclusive for all individuals including students, families, staff and community members. Throughout McKinley, staff members are positive, compassionate and welcoming to every child, which is demonstrated by the leadership itself. The behaviors modeled by the leadership help to create a tight-knit, familial feeling amongst all members of the McKinley community.

The principal of McKinley has a heart of service for others. She views every staff member as an individual person, just as she does the children, and treats them with kindness, compassion, and empathy. The principal is a person who cares for others, which is evident as she cooks meals for the entire staff, provides a collaborative working environment, and empathizes with the faculty, students, and families, while also maintaining student well-being and achievement as her primary focus. She empowers all staff members to be problem solvers, excel professionally and demonstrate leadership amongst one another. In addition, the principal encourages continual education and provides a working environment where staff members think outside the box and discuss creative ways to best meet the needs of students. Through data analysis meetings with staff members, the principal's focus is always on student achievement and social-emotional needs.

With the help of the engaged PTA, the principal is able to focus resources on specific needs of students and the school environment. For example, programs are provided to students for remediation, including a research-based focused curriculum for students with dyslexia. Likewise, resources are used for students to advance academically with additional teacher support, funded through the PTA. All programs help students meet their academic goals, as well as their social/emotional needs. The district policies are followed with clear focus and structure in order to best serve our students and families. Due to the collaborative environment among the principal, staff, PTA and stakeholders, each child is provided an environment in which they are empowered to not only learn, but also thrive to fulfill their potential.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

We are very proud of our student-focused academic practices. However, we believe the core of our success is the love and respect that is shown to all on our campus. We believe that building strong relationships with our students, families and each other are paramount to our success. Each decision we make, from largest to smallest, is centered on how it will affect our students socially and emotionally, as individuals and as a group.

From the moment a family enters our doors, our office staff welcomes them with kindness and patience. We take time to help each new enrollee feel welcomed as our counselor and principal host pizza parties where students visit and share. Our teachers welcome these students into their classes with a smile and pair them with a friend so that they are not lonely. Teachers spend extra time with new students getting to know them personally. Our students feel part of the class family as well as our larger McKinley Family.

We are mindful that all children come to school with their own unique needs and challenges. Our classrooms are warm, creative learning environments where students are loved and accepted and taught to accept and value each other. Our teachers foster risk-taking and sharing of ideas. In the classrooms, students change learning activities often in an effort to keep their minds engaged and to give them an opportunity to work with others.

We have many McKinley school activities that bring joy to our students. Some examples are: school dances, campus wide snow cone parties to celebrate success, talent shows, and field trips. As we believe every child has qualities we can celebrate, every child is chosen during the year as a student of the month. At our Friday assemblies, teachers read affirming statements aloud regarding each student of the month with parents in attendance. We celebrate the success of our students whether it is school related or after school activities.

We have two important celebrations at the end of each year. McKinley alum who are current seniors and their parents come back to a celebration in their honor. They are fed a wonderful breakfast, attend a school wide assembly to share their future plans and are given them time to visit with their previous teachers and principals. Retired teachers and principals return to McKinley to celebrate with these students. At the end of this celebration, our current students line up in the hallways outside their classrooms and clap as the seniors take one last walk through the building. Their last stop is the gym where each senior rings the bell (that has been at McKinley since 1922) to signify beginning a new chapter in their lives.

Our last event of the year is to celebrate our fifth-grade students. This formal event is held in the evening so that all families can attend. Awards and accomplishments are celebrated. However, the focus is to celebrate every child. Students are welcomed to the stage, one at a time, as their teacher reads a paragraph sharing their personal strengths aloud. We close the evening by giving each child a rose to give to their loved ones to signify appreciation for their unending support. On the last day of school, our students, staff, and parents stand by classrooms as our fifth graders take their last walk down our hallways. We clap for them and yell positive statements to them in celebration. Students end their walk in the gym where they each ring the bell to signify beginning a new chapter in their life.

We are honored that student alum visit our school many times a year just to check in. One of our students was the valedictorian at our local high school for 2018-2019. We were honored when she included in her speech that her experiences at McKinley were a positive and lasting influence on her life. Once a Maverick...always a beloved McKinley Maverick!

We believe that students leave our campus with a truer sense of self, effective social skills and higher learning confidence which empowers each to succeed in all areas of life. Our state school report card indicates that our students have a high attendance rate, make meaningful academic growth and have achieved high achievement scores. We are very proud of them!