

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 369 North Central Boulevard
(If address is P.O. Box, also include street address.)

City Broomall State PA Zip Code+4 (9 digits total) 19008-3709

County Delaware County

Telephone (610) 359-4350 Fax _____

Web site/URL http://www.mnsd.org E-mail jsmyth@mnsd.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Tina Kane E-mail tkane@mnsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Marple Newtown School District Tel. (610) 359-4350

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. Matthew Bilker Esq.
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. 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	31	40	71
1	30	25	55
2	47	25	72
3	37	38	75
4	45	36	81
5	25	27	52
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	215	191	406

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 13.8 % Asian
 - 3 % Black or African American
 - 3.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75.4 % White
 - 4.4 % 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	10
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2018	364
(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):

Albanian, Chinese (Mandarin), Chinese (Yue/ Cantonese), German, Greek (Modern), Gujarati, Japanese, Kannada, Malayalam, Pilipino, Punjabi, Spanish, Tibetan, Turkish, Ukrainian

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

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

Total number students who qualify: 91

8. Students receiving special education services: 15 %

60 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>7</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>34</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>18</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: 1

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.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 20:1

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	99%	94%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

To provide state of the art educational opportunities for all students in a safe, healthy, and effective learning environment through a collaborative commitment.

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

Loomis Elementary school is located in Broomall, Pennsylvania where we currently serve over 400 students and their families. The demographic information above illustrates that 22% of the students who attend Loomis receive free and reduced lunch. In addition, students come from diverse backgrounds as Loomis Elementary school has students whose families come from several different countries. Overall, 5.7% of families who attend Loomis speak 16 different languages that are primarily spoken in the home. As our population continues to grow and diversify, we asked the question what can we do as a school community to make sure all students learn and are successful?

On the first teacher day of the 2017 school year, we began to answer the above question by surveying teachers at Loomis Elementary. The survey asked teachers questions about their level of use with regard to different District initiatives. The survey results presented two key findings. First, the survey indicated that teachers wanted more support with the initiatives. Secondly, and most importantly, we identified that teachers felt that student engagement was paramount in making sure that our students were learning and successful at school. As a result of these findings, we utilized research from Mike Schmoker's Focus (2008) and Himmler and Himmler's Total Participation Techniques (2017). Schmoker's Focus helped us narrow down what was most important and Total Participation Techniques served as a resource for us to consider ways to make all students active participants in their learning.

As a team, the school faculty decided to begin utilizing the strategy Think/Pair/Share. On the surface that might seem like a simple technique to utilize. In order for it to be effective, there are several layers to it that must be considered.

For example, teachers at Loomis adopted the strategy as follows:

1. Post an open-ended question to students that can serve as a formative assessment.
2. Require all students to write a response to the open-ended question. .
3. Explicitly pair students together so that when students are given the opportunity to talk to one another they know who to speak to. Since this is an elementary school, we structured which student should speak first through the use of a student response system.
4. Once students have had the opportunity to write as an individual, then pair with another student, the teacher utilizes a grouping and responding system to elicit thinking from students. The teacher remains neutral to student responses and acts as a facilitator instead of a purveyor of information.

To utilize the strategy as outlined above required a tremendous amount of professional learning and support from our teaching and learning team. Consider for a moment how complicated the process of creating an open-ended question that serves as a formative assessment can be. The payoff from this strategy, when done effectively, pays huge dividends. It requires students to utilize critical thinking skills, speaking and listening skills, as well as literacy skills. Most importantly, it helped serve as an answer for how we make all students active participants. In using the T/P/S model as outlined above, students are not required to raise their hands. Instead, the teacher cold calls on students after giving students the opportunity to think (write) on their own and pair with a partner. This helps ensure that all students' voices are heard instead of hearing the voice of already proficient learners who raise their hands to answer questions.

Another component to helping all students learn is the culture that makes up Loomis Elementary. We have a professional staff that has an "all hands on deck mentality". Teachers at Loomis Elementary are eager to learn to help their students. For example, during the 2017-2018 and 2018-2019 school year, we offered Professional Learning Communities (PLC) to support teachers' use of Think/Pair/Share. Of the 36 staff members at Loomis Elementary, 25 of them took part in the PLC's offered throughout the school year.

Aside from the professional learning outlined above, something unique to Loomis Elementary is the

schedule. Each day students receive a 40-minute block called individual excellence time. During this time, we do not introduce any new content to students. Instead, this time is used to enrich and remediate students in English Language Arts and Math. In addition, we use this time to provide related services to students who require them. By having this time in our schedule, we are able to provide additional support to students where they are required. Further, by straying away from new instruction, we do not widen the learning gap for students who are missing class time due to related services. This, too, ties back to answering the question: how do we help all students learn and become successful at Loomis Elementary.

The application below describes in detail the culture, initiatives, and supports that make up Loomis Elementary. It should be noted that the attitudes and beliefs of the students, families and teachers is what makes Loomis Elementary an astounding school. It is a school dedicated to the notion that all students can learn and be successful!

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

Marple Newtown School District provides an integrated approach to learning through a rigorous, collaboratively designed curriculum. The impetus for the curriculum work was the result of an internal and external audit conducted by our local intermediate unit. The request for the audits was due to the inconsistent performance on state assessments and instructional practice across the district. Teachers were in their fifth year of a six year anthology program and the program was viewed and spoken about as if it was the ELA curriculum. The process used to design our curriculum is based on the work of Larry Ainsworth, which is student-centered and teacher-created. The curriculum consists of priority standards in various units of study K-12. The goal of the curriculum is to align learning targets with assessments, while affording all students an engaging learning experience. This type of curriculum is responsive and flexible. Formative assessments determine the depth and breadth of coverage for the priority standards. This method of curriculum writing and design was specifically chosen to afford our teachers an opportunity to be immersed in the standards and the pedagogical shifts associated with the standards.

This curriculum writing process involves teachers as active participants in the creation and written product. Based on the agreed upon priority standards, teachers identify resources and instructional practices that will guide them during lesson design. Teachers use a variety of genres through carefully paired and leveled text sets, including technical reading, magazine subscriptions in both literature and non-fiction, infographics, and graphic novels. The teachers use their formative data and literacy interviews to determine interest and need.

The balanced literacy model is composed of three major components: Reading Workshop, Writing Workshop, and Word Work which allow students to see reading and writing modeled, to be coached, and to apply independent practice. This balanced literacy approach focuses on phonemic awareness and phonics instruction, especially at the K-2 levels, while also providing guided reading instruction. Teachers are able to differentiate their instruction to specifically target and enhance the areas of growth for all their students.

Teachers at every level of our educational community utilize a model for total participation and higher-order thinking. All have participated in professional learning opportunities associated with Total Participation Techniques (TPT) (Himmele and Himmele), with an emphasis on formative assessment and cognitive engagement. These instructional techniques provide a way to assess the quality of the teaching and learning that is happening within classrooms. In addition, TPT also provides visual representations of different approaches for deep questioning through various engagement activities in which all learners are held accountable for making their thinking visible.

Marple Newtown School District teachers utilize a combination of qualitative and quantitative data to inform their planning and instruction, as well as their discussions during conferences with students. All common formative and summative assessments have standard-aligned item analysis sheets. Using item analysis leads to significant changes in teaching and learning. Our teachers use actionable data to quantify their observations. Total Participation Techniques involve students “inking their thinking.” Examples of these techniques such as Think/Ink/Pair/Share and Entrance/Exit Tickets work well, because those activities provide teachers with immediate feedback to inform any adjustments to instruction or continue with the plan as intended. Through this metacognitive process, students are empowered by and invested in their own learning. This informal data in combination with the growth demonstrated through our Developmental Reading Assessment scores provided us an indicator that we were making curricular, instructional, assessment, and professional learning changes that were having a positive impact on student learning success.

1b. Reading/English language arts

The Marple Newtown School district is committed to developing and nurturing a strong literacy foundation for all students. Throughout the day, students are immersed in literacy experiences in which they apply these skills in an authentic manner. The literacy frameworks that are provided to students in grades K-2 prepare our students to become independent readers and writers. Students in grades K-2 receive systematic programming in critical foundational skills with an emphasis on phonics, word study, handwriting, and spelling. The application of these skills are evident in the formative, performance-based assessments provided throughout the content areas, such as labeling their Science experiment or their drawing of a community in Social Studies. Teachers use these learning artifacts to determine understanding of content as well as mastery of the foundational skills. In an effort to strengthen instructional practice associated with the program and make solid gains in the area of early literacy the administrative team created informal walkthrough documents that highlighted each domain of the Danielson Framework that should be evident during the time in the schedule devoted to this instruction. Teachers had a copy of the google form walkthrough and were provided all related materials and professional training. The training was provided through teacher created modules housed in google folders for all to access at any time, as well as, two in-service sessions which were led by one of kindergarten teachers and a reading specialist.

In an effort to increase the depth of understanding of text, the English Language Arts curriculum and related instruction emphasizes collaboration as a means of preparing our young learners to participate in academic conversations with various partners about diverse topics related to grade-level texts. Students learn to honor multiple perspectives, build on others' thoughts revealed via conversation, ask clarifying questions to gain a better understanding, and to be a respectful listener. The student population participates in purposeful play activities that are full of situational contexts for students to think through how to collaboratively solve real-life problems. For example, one station of learning is "Communities," where students get to create a menu and prepare food for their restaurant. This assists with our English Language Learners, who gain vocabulary and build comprehension through experience associated learning. The observational data gathered about the learners who are actively engaged in these experiences assists in future planning and continued student growth.

All teachers in grades K-5 provide literacy instruction through guided reading flexible groups. The formative and summative assessments are tied to the priority standards and allow for targeted strategy lessons. Our push-in model of support through our Title I program allows for instruction and intervention with more than one group, while others are working independently in learning stations. Conferencing with students occurs at one of the stations in regard to the formative assessments completed at the standards-based learning stations. There is constant communication among the Teacher, Reading Specialist, and Title I Assistants focused on student learning and progress. All related data is housed in an informal data warehouse via Google, which is accessible to the Grade-Level Teacher, Reading Specialists, Counselors, Administrators, District Supervisors, and School Psychologist. This system was created in lieu of having a formal data warehouse which teachers could immediately access specific data.

Teachers utilize a workshop model in order to have students experience various genres as readers and then as writers. Writing is integrated throughout the literacy experience by showing understanding through written responses or drawings. The focus in these types of writing experiences is to demonstrate the ability to analyze what has been read and discussed in class. It is to "ink their thinking" and make their thoughts visible. The Writing workshop portion supports the development of our young authors through exposure to various modes of writing for different purposes. Students get to be in the "author's chair" to provide their perspective on a piece of writing. This spotlight opportunity also affords our young authors time to highlight the experiences that influenced their writing or the purpose of the informational piece they are going to read aloud.

The mindset shift associated with the instructional approaches mentioned previously was a significant factor in the improvement of performance with students. The inclusion of students in the conferencing process enabled teachers to hear directly from the student what they didn't understand and what was the cause of confusion. Teachers began to focus on learning versus grades. This shift in pedagogical thinking was reflected in surveys and evaluations completed after professional learning sessions. The data in all areas of

literacy showed a steady upward progression. In 2017-18 and 2018-19 the PSSA performance in ELA was reflective of these efforts with an increase in all anchor areas.

1c. Mathematics

Mathematics has many dimensions, and there are multiple ways to demonstrate computational thinking. We now know that anyone of average intelligence can learn Mathematics if we teach it in appropriately engaging ways. Before we discuss Math instruction at Loomis, it is important to note that much work was done to first align ourselves with what is required by the Common Core Standards. The main pedagogical shift with Math was to focus on the process versus the product. This needed to be reflected in the types of questions teachers posed which allowed for more than one response to be accurate in terms of process. The strategies that were commonly associated with literacy were now incorporated into Math with an emphasis on academic content-specific vocabulary.

During the 2017-2018 school year, teachers worked with the building Principal to look at anchor areas that needed attention. We found that students were struggling with solving open-ended questions, fractions, and converting decimals. After looking at the anchor analysis, we reviewed our resources compared to the PA Standards. In teams, we compared our text series and the expectations of students to the PA Standards. This analysis revealed that the resources we were using were not rigorous enough. For example, students in Third Grade need to know place value to the ten thousands place. The resources we were using taught place value to the thousands place. As we continued our work, we highlighted areas that we needed to supplement in order to address the anchor areas that needed attention.

After we finished comparing our resources to the Commonwealth's expectations set in the standards, we utilized the Pennsylvania Department of Education's Standards Aligned System (SAS) as an additional resource. We pulled lessons and assessments directly from the website to supplement our text series. The materials found on the SAS website proved to be more rigorous than the resources we were using.

Once we figured out what we needed to teach, we discussed how we were going to teach it so that students were engaged. With the help of our teaching and learning team, we incorporated the University of Pennsylvania's Before, During, and After lesson planning format during the 2018-2019 school year. In this format, each lesson typically begins with an open ended math problem, that requires each student to write and discuss their answer with a peer. We facilitated this utilizing Think/Pair/Share, with the help of a student response system. Teachers use open-ended questions as formative assessment to guide their instruction for the "During" portion of the lesson. We then embed another formative assessment during the "After" portion of the lesson to gauge student understanding of the new content.

In addition to the initiatives mentioned above, teachers in Grades 3 - 5 created student learning objectives (SLO's) on solving open-ended problems. The process for teaching students how to approach these problems was multifaceted. In October of 2018, we took each individual grade level (3-5) and set them up in the Cafeteria. Every available adult at Loomis Elementary was present to work with the students, including members of the Teaching & Learning Team and our Assistant Superintendent. As a team, we taught students how to use a graphic organizer, which asked students to identify what the problem was asking, the information provided, the operation required to solve the problem, and finally how to solve the problem. The focus during these sessions was to provide students with constructive feedback. We did not focus on giving students scores. Once students became comfortable with the graphic organizer, teachers organized weekly open-ended problems that they pulled from PDE's SAS website. Again, these weekly problems focused on feedback instead of numerical scores.

1d. Science

The goal for Science for Loomis Elementary students is to understand a variety of scientific concepts, develop life-long scientific attitudes and habits of mind, and be able to apply scientific reasoning and critical thinking skills to problems through a concepts-based program developed by the National Science Resources Center. Students are provided opportunities to engage directly with natural phenomena, tools of Science, real-world problems, and technical design challenges. Loomis takes an integrated approach by utilizing non-

fiction magazine subscriptions such as Scholastic News and leveled readers.

In Kindergarten, students focus on Science Inquiry through a hands-on interactive approach. First Grade dives into organisms, water, solids and liquids. Second Grade explores scientific change through life cycles of a butterfly and balancing and weighing. Third Grade students begin to solidify their learning through sound, rocks and minerals, and plant growth and development. Fourth Grade focuses on land and water, electric circuits, and animal studies. Fifth grade deepens their thinking with ecosystems, microworlds, and motion and design.

Each teacher has access to two fully stocked STEM carts within the school. These can be wheeled to a classroom or supplies can be pulled from the cart for a particular lesson. In addition to STEM being integrated into typical instructional lessons across subject areas, the students participate in STEM events each month for every classroom K-5. Depending on the activity, family members may be invited to participate in these activities.

As a result of the professional learning associated with questioning and total cognitive engagement student responses required more reflection and evidence to support their thinking. The utilization of academic content-related vocabulary was a focus in all learning activities which supported an increase in the open response scores on district assessments and an overall increase in the state assessment scores for Science.

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

Our Social Studies program, curriculum, and related instruction provide a sense of community, connectedness, respect, and safety for our students. The materials selected not only address the Social Studies content, they also afford our students a view into the lives of others who come from various cultures and communities. Through our curriculum, students explore what is unfamiliar, as well as what is known and valued to them. These windows into others' experiences are provided through interviews with relatives, watching virtual traditions and celebrations, reading articles, taking local and virtual field trips, and listening to guest speakers. We strive to cultivate a global perspective for our students, while also emphasizing their importance in their local communities. Hands-on community engagement activities such as planting a garden for the younger students to be able to use for their Science lessons highlight conversations about the water cycle and how flowers contribute to our social and emotional well-being. Every experience elicits higher-order thinking through questioning, content-related vocabulary, and multicultural and social-emotional focused leveled texts.

Students get to participate in conversations that reflect their depth of thinking on a topic or concept rather than just their reading level. There are dramatic play stations in which students get to recreate important events in History. Assessments include questions about how situations may have been different if the same event happened now, focusing on the "Why?" portion of those types of questions. Students apply different perspective lenses to formulate their response, such as the importance of location to water or a major city, technology, education, etc. Collaborative conversations are a staple of instruction, with students responding to a picture or situation by "inking their thinking," pairing up based on a specific grouping and responding system, then sharing out using that grouping and responding system. Student responses are made visible and honored by recording on chart paper or projection.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Loomis Elementary School has approximately 400 students in grades Kindergarten through Fifth Grade. All students have Physical Education, Music, Art, and Library once a week for 45 minutes, except for Kindergarten that meets for 30 minutes. Exposure and experiences within these classes are essential to providing a well-rounded education for all elementary students.

The Loomis Physical Education Teacher prepares our students to be physically and mentally active, fit, and healthy for life. The curriculum focuses on physical fitness, an appreciation of physical activity, basic coordination, body awareness, skills development, cooperation, good sportsmanship, and teamwork. Accommodations are made for students with specific needs. The Physical Education Teacher reviews and discusses all 504 plans and IEPs with all case managers. The Physical Education Teacher works closely with families, the School Counselor, the Occupational Therapist, the Physical Therapist, and all Special Education Teachers to ensure each child's needs are met, doctors' orders are followed, and a safe atmosphere is maintained. Large school-wide events related to Physical Education, such as Field Day, Minute to Win It Night, Tiger Trot, and Jump Rope for Heart, all foster a sense of community and school pride and are widely attended by students and their families.

General Music Class at Loomis Elementary provides students with an opportunity to express themselves in a variety of ways. Students have the chance to compose original pieces while learning about the value of revision and practice. Students also engage in lessons that challenge them to creatively problem solve, collaborate with peers, and recognize how each individual part (regardless of difficulty or complexity) provides an integral component to a final composition.

The Loomis Elementary Instrumental Music Program is an elective offering available to students in Grades 4-5 that can accommodate over 200 students district-wide. Students of different abilities receive one pull-out lesson and one Band/ Orchestra rehearsal per week. They are also provided various opportunities to participate in Marple Newtown's select elementary ensembles. This program contributes towards the development of the whole child via numerous experiences that make academic and emotional connections to Mathematics, Literacy, World Languages, and Public Speaking/Performance. In both 2019 and 2020, MNSD's Instrumental Music Program was recognized by The National Association of Music Merchants (NAAM) Foundation for being one of the nation's "Best in Music Education Communities."

The Art Program at Loomis Elementary reaches every student in a fully equipped Art Room setting. The Elementary Art Curriculum provides a foundational understanding of the elements and principles of Art through the four disciplines- production, history, criticism, and aesthetics. Multicultural units of study and integration of core subjects provide cross-curricular ties between Art and Reading,

Writing, STEAM initiatives, and the world around us. These connections particularly support visual learners and ELL students with the attainment of essential problem-solving skills.

The Loomis Library provides a wide range of books and materials to meet the individual needs and interests of each student. Through class and small group visits, students learn how to use the Library's resources and become acquainted with a variety of literature and research material. The Librarian provides instruction that includes how books are organized, how to use digital and non-print resources, proper care of Library materials, and how to use the online catalog to search for materials. Students also learn good digital citizenship, literature genres, and reference protocols. With these skills, students become effective users of information in all formats.

The Library Program increases student access to information sources and the use of technologies. In addition, the Library Program focuses on supporting the development of life-long literacy and learning by connecting students with positive reading experiences. Each grade has an extra Library Class once a week in which they may work on digital research or STEM experiences that tie in with their Reading, Science, Math or Social Studies core classes.

To supplement all of the above curricular offerings, Loomis has several clubs before and after school, such as the Ukulele Club for students in grades 4 and 5, Spanish Instruction for students in grades K-5, Chess Club for students in Grades 1-5, and Girls on The Run for girls in grades 4 and 5. Such clubs work in tandem with our regular school curriculum to help enrich the whole child.

3. Academic Supports:

3a. Students performing below grade level

If a Loomis student is struggling in class academically, social-emotionally, or behaviorally, the teacher provides support in a variety of ways. If this first tier of intervention and differentiation does not address each child's needs fully, the teacher refers the student to the Child Study Team. The Child Study Team consists of several faculty members at the school such as the Principal, the School Counselor, the Psychologist, the Behavior Interventionist, the Speech Teacher, the Gifted Support Teacher, a Special Education Teacher, and the Reading Specialist. The Homeroom Teacher provides insight into the concern, accurate and appropriate data, as well as the Tier One supports already used in attempts to support the child where there is a deficit.

The Loomis Child Study Team then suggests additional evidence-based strategies they can provide and/ or the teacher can complete for the next 6-8 weeks. This Multi-Tiered System of Support (MTSS) is the data-driven framework we use to closely monitor student growth. The teacher and any other adults working with the student will then track the student's progress in order to continue to make informed decisions. If the student growth is evident, the intervention will continue. If the child is not making progress, a new level of intervention may be explored or the student may need to be evaluated by our School Psychologist. We are in constant communication with families, as they are valuable members of the team.

3b. Students performing above grade level

Marple Newtown School District employs Gifted Support Teachers to work with General Education Teachers who have the identified gifted students in their classrooms. The Gifted Support Teacher at Loomis maintains the GIEPs (Gifted Individual Education Plan) of these students and provides support to the students and their teachers so that individual student GIEP goals are met. The Gifted Support Teacher serves as both a resource and as a co-teacher/collaborator. The Classroom Teachers and Gifted Support Teacher form a team and collaborate to differentiate the classroom lessons, so that all students work at a level of appropriate challenge. This frequently includes use of a co-teaching model, in which the General Education Teacher and the Gifted Support Teacher work together to provide appropriate instruction. Sometimes lessons are taught to the whole class regardless of GIEP status. At other times, the class is divided into flexible groups with the Gifted Support Teacher providing an extension or enrichment activity for those students capable of more challenging assignments.

Seminars are also provided for identified gifted students in the district. Seminars serve the purpose of bringing together all identified gifted students at a specific grade level district-wide for additional enrichment on a variety of topics. Seminar projects are usually long-term and relate to an identified student's specific grade-level curriculum standards, specifically addressing multiple intelligences. Seminar students are evaluated on their work using rubrics and other performance assessments. Seminar allows gifted students to spend the day working in a homogeneous group of their gifted peers on academically rigorous tasks. The Gifted Support teachers from each of the elementary schools in the district work with guest teachers, outside speakers, community experts, and curriculum experts to provide an interesting array of challenges for the students to pursue.

3c. Special education

The Marple Newtown School District has an obligation to meet Child Find regulations. Child Find requires all school districts to identify, locate, and evaluate all children thought to have disabilities, regardless of the severity of their disabilities. At Loomis Elementary, we have Learning Support Programs for children in Kindergarten through Fifth Grade. If students require a more in-depth Special Education program to meet their needs, the district has specialized programming within the district at certain schools with a concentrated level of staffing. Each student's program is individualized to meet his/her unique needs. The district provides support in each student's least restrictive environment, so each student participates in the general education to the maximum extent possible. Services are provided on an Itinerant (Special Education supports for 20% or less of the day) or Supplemental (Special Education supports between 20-79% of the day) level. Students are instructed using the general education programs with accommodations or modifications.

If a more intensive program is needed, students have access to a specific Reading Program, such as Wilson

Reading, to meet their decoding and encoding needs. In addition to the above interventions, other replacement direct instruction programs for reading comprehension and math computation and application can be utilized. Students can receive Learning Support in a small group and or one-to-one instruction at times throughout the day. Possible classroom accommodations include the use of recorded books, chunking of tasks, enlarged print, visual schedules, behavior reward systems, flexible seating, near-point copy to copy notes, chunking of assessments, guided notes, organizational checklists, movement breaks, social stories, and use of assistive technology. Students also receive related services such as Speech/Language Therapy, Occupational Therapy, Physical Therapy, Vision Support, and Hearing Support.

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

Loomis Elementary School has a very diverse population of Limited English Language Learners. We incorporate a combination of push-in/ pull-out services at the elementary level. Every Spring, the Principal and EL teacher review the results of the WIDA ACCESS Test to guide the future programming. Throughout the year, the EL Teacher and the Homeroom Teacher(s) collaborate to review student data, discuss progress, and create plans to support student needs. Teachers also use the WIDA “Can-Do Descriptors” for reference. The classroom teacher then designs instruction, accommodating where needed. This collaboration to create accommodations and modifications is constant, yet fluid. The EL teacher may meet with a student at a minimum of once a week or more, depending on the level of student need.

In an effort to help acclimate families to the Marple Newtown School District, there is a Family Night in the Fall. This event has a different theme each year, such as a Bowling Night to teach the families how to bowl, or a Zoo on Wheels Night to create connections with various animals. One year, the EL teachers created a Philly theme, complete with a Ben Franklin actor doing experiments with the students. Another year, EL teachers, students, and their families went to a Marple Newtown football game. They had a tailgate party and watched the game under the lights. For most, this was their first football game. Other years, a giant Monopoly Board was created. Each card was a different place in the Marple Newtown Community. For example, at the Fire Station card stood a member of the Fire Department who spoke to families about fire safety and how to get in contact with them for help.

Each Spring, the EL teachers create an opportunity for students and their families to learn about all the community has to offer, not only in Marple Newtown, but also what extends beyond our district borders, by hosting an International Tea. The EL teachers explain the Marple Newtown Summer Program and inform them of community events such as The Rose Tree Music Festival. A map of the district is enlarged to help families figure out carpools, where Libraries are located, and where various events are taking place throughout the summer.

In addition to these events, the Loomis teachers and staff communicate with our families via e-mail and over the phone, depending on family preference. We have access to using Language Line in speaking with families in person or via phone, which helps tremendously. Eventually, we grow to learn work schedules and family dynamics, so our English Learning community members feel that Loomis faculty members are on their team and understanding of their needs.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

All professional development offered at Loomis Elementary during the 2017 -2018 and 2018-2019 school years centered on total classroom engagement through Himmele and Himmele’s Total Participation Techniques (2017). The purpose behind using this resource was to guide the central belief that all students can learn. During both school years, teachers at Loomis Elementary were encouraged to stray away from the traditional “hands up” classroom. As a school, we discussed how this type of traditional classroom enhances the self-confidence of already proficient students and minimizes participation and engagement of those with a lower proficiency.

As a result of these conversations, teachers were trained on questioning techniques to facilitate classroom conversations. These total participation strategies were used to maximize the involvement of all learners. For example, teachers commonly use a classroom response system as a means to have students write their thoughts, they then explicitly pair students to share responses. Finally, the teacher will “cold call” on students or pairs of students once they have had time to converse with a classmate. Teachers discussed ways they pulled information from students through facilitating classroom conversation instead of calling on students with their hands up. Again, the purpose of these techniques was to guide the belief that all students can learn.

2. Engaging Families and Community:

During the 2017-2018 and 2018-2019 school years, Loomis Elementary hosted a “Parent Night” as a means to demonstrate our “new” teaching and questioning techniques. Family members went back to the classroom and experienced first-hand what it was like to be their child in a classroom. In addition to learning about classroom teaching techniques, parents learned about a growth mindset, as well as the habits of mind. These were two separate initiatives that students at Loomis Elementary were learning about. As a school, we decided to further educate families about these initiatives, so they could continue to practice them at home.

During the 2018-2019 school year, we invited families to take part in our school-wide STEM initiative. Homeroom parents were invited into school to work with students during whole- school STEM challenges. This led to our culminating STEM Day event. During STEM Day, we had community members and families come into the school to give presentations on “Forces in Motion.” This included a hot air balloon demonstration, a whole-school assembly on forces in motion, and a whole-school STEM challenge. These efforts were all coordinated through our Parent and Teacher Organization.

Loomis Elementary School regularly invites parents and community members into the school to give presentations that align with our curriculum. For example, students in Fourth Grade were learning about sea habitats in Science class. To create an occupation

connection with students, we had a parent, who is a marine biologist, give a presentation about her job to all students in Fourth Grade.

In a way to give back to the community, Loomis student participate in several large events. These events truly develop student character. Loomis Elementary students participate in an annual Pajama Drive. They collect and donate new pajamas to other areas less fortunate than themselves. Each year the number of donation increases. This year, Loomis students donated over 1,500 pajamas. In addition, Loomis students in each homeroom, work to design and create a quilt based on a fun theme. The finished quilts are then given to children with cancer in partnership with the Make A Wish Foundation through Children’s Hospital of Philadelphia. Loomis students are taught from Kindergarten the importance of helping others and spreading kindness around the community.

3. Creating Professional Culture:

All teachers at Loomis Elementary School had the opportunity to take part in different professional learning communities. The purpose of these PLC's was to inculcate the idea that all students can learn in the minds of our teachers. For example, we offered book clubs where teachers met and discussed Carol Dweck's Growth Mindset, as well as ASCD's Habits of Mind (Costa and Kallick). In addition, we had a two year Professional Learning Community (PLC) centered on Total Participation Techniques found in the book of the same name (Himmele and Himmele). Teachers in the PLC participated in professional learning opportunities associated with Total Participation Techniques, with an emphasis on formative assessment and cognitive engagement. Teachers at Loomis worked with the Principal to create research-based presentations on these instructional techniques.

During bi-weekly meetings, teachers took their presentations a step further by giving colleagues in the PLC an experience utilizing the technique or strategy. Teachers involved in the PLC learned how to utilize the techniques and were expected to try the techniques in their classrooms. Soft accountability measures were in place through peer observations and coaching by the Marple Newtown Teaching & Learning Teams. This professional learning went beyond the PLC group, as members carried the message to the rest of the staff by leading presentations during all faculty meetings.

4. School Leadership:

Leadership at Loomis Elementary focused on one thing - building capacity in others. Teachers at Loomis Elementary strive to get better each day and work to find ways to leverage one another up. This can be observed through the peer observation model, daily classroom walkthroughs, teacher led professional development during faculty meetings, and through our Loomis Leadership Team.

In every aspect of the job, the Principal focused on academics. Setting attainable goals for both students and staff was a priority. Great things were expected, and the staff and students rose to the occasion. The Principal "walked the talk" by leading classroom lessons, co-teaching lessons with content supervisors, or modeling lessons for families. The Principal participated as a member of a

PLC, learning side by side with his staff. The Principal was in classrooms every day and applied gentle persistent pressure, because change was needed. Student achievement was the number one focus of the entire school community.

Leadership responsibilities at Loomis are distributed among everyone in the building. For example, as a part of the Loomis Leadership Team, teachers at Loomis have the opportunity to meet with colleagues and the Principal every four weeks. The purpose of these meetings is to honor school traditions and foster new ideas on ways to improve school efforts. The Loomis Leadership Team is responsible for crafting peer observations, planning school events and activities including family Minute to Win it Night, the Fall Festival, the Parade of Penguins, and the Spring Fun Fair.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The strategy for academic success at Loomis Elementary primarily focused on engaging all students in the learning process. At the start of the 2017 -2018 school year, the Principal surveyed teachers for their perspectives on professional learning initiatives that had been put into place during previous years. This survey set the stage for professional learning for the 2017-2018 school year. The results of the survey indicated teachers felt strongly that student engagement was essential to learning. However, responses to the survey indicated teachers were not sure what student engagement should look like. As a team, we decided that effectively utilizing Think/Pair/Share (TPS) would have the most significant impact on student learning. We felt this way because, when TPS is effectively applied, it is cognitively engaging for all students and provides formative assessment data. With the help of research from Mike Schmoker's FOCUS and Himmele and Himmele's Total Participation Techniques, we got to work.

The professional development that followed focused on keeping it simple with a single school initiative--the effective use of Think/Pair/Share. This included creating open-ended questions, which required students to write, and explicitly pairing students together to facilitate authentic and collaborative communication. We even explicitly paired students when doing work as a group on the carpet. After students had the opportunity to discuss with a pair partner, the teacher then randomly called on students for their responses. The purpose of such a "cold call" is multi-faceted. First and foremost, it is a formative assessment that provides the teacher actionable data. Second, teachers were trained to remain neutral when calling on students, with the goal of facilitating classroom conversations wherein students were required to explain their answers. Finally, we celebrated our mistakes. When effectively using Think/Pair/Share as described above, students would often make mistakes, and this is where the most meaningful learning often occurred. Nothing is better than watching students teach students as the teacher acts as a facilitator.

In order to achieve the above-mentioned level of use, we supported teachers through professional learning communities and all faculty meetings. The PLC met every other week throughout the first semester of the school year on Friday mornings for an hour. Teachers worked alongside the Principal to create presentations using research. During each bi-weekly meeting, teachers provided presentations for one another. One of the most meaningful sessions was when we invited students to the PLC session. During the PLC meeting with students, we gave a short sample lesson using traditional "stand and deliver" instruction. Then, we delivered a similar lesson using T/P/S. The students involved in the PLC meeting expressed that T/P/S made them "think harder," and they shared that they enjoyed being able to discuss what they think with their friends.

Accountability for utilizing T/P/S solely came from a place of support. The message shared with teachers was that the only failure was the failure to not to try. Teachers were given the opportunity to visit each other's classrooms, and teachers who were successfully utilizing the strategy by improving T/P/S for student outcomes were given the opportunity to present at faculty meetings. In addition, we had the support of the Marple Newtown Teaching & Learning Team. Members of the Teaching & Learning Team offered teachers support by going into classrooms and modeling the strategy in Grades 1 - 5.

In order to measure understanding and use of T/P/S, all teachers were surveyed again at the end of the 2017-2018 school year. Using a Likert Scale, teachers expressed how comfortable they were with creating questions, pairing students, facilitating conversations, and believing that the "answer is in the room." From these survey responses, additional support was put into place for teachers during the 2018-2019 school year. Most importantly, we never stopped talking about the importance of student engagement in utilizing T/P/S. It played a part in every PLC, faculty meeting, and book study meeting. The Principal continued to model T/P/S during each of these meetings.