

U.S. Department of Education
2021 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name MacMillan International Academy
(As it should appear in the official records)

School Mailing Address 4015 McInnis Road
(If address is P.O. Box, also include street address.)

City Montgomery State AL Zip Code+4 (9 digits total) 36116-5509

County Montgomery

Telephone (334) 284-7137 Fax (334) 284-7569

Web site/URL https://www.mps.k12.al.us/domain/864 E-mail faith.goshay@mps.k12.al.us

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

Date _____
(Principal's Signature)

Name of Superintendent* Dr. Ann Moore E-mail ann.moore@mps.k12.al.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Montgomery County Public School District Tel. (334) 223-6700

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 Mrs. Clare Weil
(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, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
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 current school year (2020-2021) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

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, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	20	30	50
1	22	29	51
2	20	36	56
3	24	28	52
4	22	43	65
5	29	41	70
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	137	207	344

*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):
- 0.5 % American Indian or Alaska Native
 - 0.5 % Asian
 - 90 % Black or African American
 - 1.4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 7.3 % White
 - 0.3 % 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 2019 - 2020 school year: 2%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	7
(4) Total number of students in the school as of October 1, 2019	346
(5) Total transferred students in row (3) divided by total students in row (4)	0.02
(6) Amount in row (5) multiplied by 100	2

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

Spanish, Ibo, Chinese

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

7 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 344

8. Students receiving special education services: 1 %
2 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. All students receiving special education services should be reflected in the table below. 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>1</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>0</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>0</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: 6
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. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 19:1

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

Required Information	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	98%	97%	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 2020.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes No

If yes, select the year in which your school received the award.

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

We aim to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

During the 2020-2021 school year, all students started out the school year learning completely virtually for the entire 1st Nine Week grading period. The remainder of the year (2nd-4th Nine Week grading periods) families were able to make the a the decision if they wanted their students to remain virtual or return to school for in-person learning.

17. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

All kindergarten and first grade applicants will complete an assessment. Eligible applicants will be randomly selected through a lottery process. All 2nd-5th applicants must have a 3.0 GPA or better in core academic subjects and a 3.0 or better GPA in conduct for the past three semesters. Eligible applicants will be randomly selected through a lottery process.

PART III - SUMMARY

MacMillan International Academy is a unique community of diverse learners. MacMillan is a magnet school that consists of students from across Montgomery county. Montgomery is the capital of Alabama and has a rich history that lends itself to our unique makeup. The majority of the students that attend MacMillan come from within the city limits, with a small population coming from rural areas. Our city houses the International War College at Maxwell Air Force Base. Students from many different countries are enrolled in MacMillan each year. These students usually attend the school for one year before returning to their home country. When they arrive at MacMillan, many of the students are not English speakers, but learn language through direct instruction and immersion in the classroom. The socioeconomic level of the student population ranges from lower class to upper class, with the majority of students residing in the middle class. The occupations of the parents and guardians are diverse, including skilled and unskilled workers, professionals, entrepreneurs, and unemployed.

MacMillan is a member of the International Baccalaureate (IB) Primary Years Programme (PYP). We are the only elementary school in Montgomery Public School that is a part of this program. Through this program, students are led to be inquirers and self-learners. Our teachers take part in professional development that helps them to prepare lessons that are inquiry based. Students are encouraged to ask questions and explore the community in which they live, as well as look beyond their community to learn more about the world. Through inquiry and projects, the students are encouraged to take action and look for needs in and beyond their community. This program encourages students to reflect on their learning and think about ways in which they can change or improve. As the students explore, teachers act as facilitators to help guide students through the learning process. The IB Programme also encourages tolerance and understanding, which fits in with the current socioeconomic makeup of the school. Students are taught to appreciate the talents and unique attributes of each learner. Through group projects, students are able to use their talents and strengths to work together to accomplish a common goal, therefore appreciating the work and uniqueness of each individual student.

The community of MacMillan celebrates each learner. Through the National Elementary Honor Society, student success is honored and celebrated. The students in this society work throughout the year to help the school have optimal success by being leaders and guides. We also honor students each month as each classroom chooses a student who has shown exemplary character. Within each classroom, students are celebrated for their individuality as teachers reward them with awards based on their talents, character, grades and behavior. All students are given the opportunity to have success and be celebrated for their unique talents and accomplishments.

Through different activities and programs, students are given the opportunity to learn more about themselves and their community. Each year, the school takes part in a food drive to benefit the Montgomery Council on Aging Meals on Wheels program. Some students help pack and distribute the collected food. The fifth grade classes spearhead a program to collect school supplies and backpacks for students in other countries. These programs teach the students about needs in their community and in the world, and are given opportunities to take action.

Families are encouraged to take an active role in the school and in their child's education. Parents are always welcome to join in class and are invited to read to students and help with classroom activities. Each year, MacMillan has International Night where international families share original food dishes from their home country and tell about their culture. Throughout the year, we have programs that celebrate the parents, grandparents, and guardians of each child. We encourage all visitors to sit in the classroom and take part. Some even enjoy working as a student to solve problems.

COVID-19 proved to be different and challenging to all parts of the educational system, however MacMillan stood strong and continued to blaze a path. We continued to provide whole group and small group instruction through Zoom classes, and we worked to keep students engaged by using different learning strategies that met and enhanced the CCRS standards. Teachers and staff continually offered parents the opportunity to meet and discuss failures and strengths, while giving parents updates on each

classroom. Teachers found unique ways to include project based learning by having students conduct projects at home with the advice and support of the teacher. The classroom community was able to thrive by celebrating student successes, through the use of zoom and class discussions.

The culture and programs at MacMillan not only encourages high academic achievement, but also education of the whole child, in a safe and happy place to learn.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

When planning lessons that are aligned to Alabama’s College and Career Readiness Standards (CCRS), our teachers make every effort to design engaging and inspiring lessons that allow students to meet and even exceed standards. Teachers differentiate instruction to promote optimal success for all, through the use of whole group, small group, and individualized instruction. Technology has been incorporated into all classrooms through different avenues, such as Smartboards, chromebooks for all students, classroom iPads, and internet access for students to further their chances for success. Hands-on and project-based learning gives students the opportunity to be inspired and motivated to seek chances to learn independently.

Instruction in mathematics includes research-based strategies that provide students with hands-on learning experiences with real-world applications. When possible, students are taught using manipulatives that allow them to see a concrete examples of concepts that are abstract. Teachers guide students through the lessons and different learning strategies give opportunities to manipulate how to solve problems, using the strategy that works best for them. Through whole group and small group instruction, teachers re-teach and reinforce skills, while targeting new learning skills. Teachers collaborate with colleagues to plan instruction and gather resources. Teachers also use data from summative and formative assessments to help drive instruction.

Reading/Language Arts is taught across the curriculum to meet and exceed the CCRS standards using basal readers, trade books, interest based activities and student led projects. Science and social studies lessons provide students with the opportunity to read and comprehend more nonfiction texts; they explore texts and apply skills learned in the ELA classroom as they read to comprehend in the other subjects. In addition to reading in these classes, teachers also plan lessons that have the students brainstorm and plan using the writing process as they incorporate strategies taught in the ELA classes. Teachers prepare lessons that reinforce grammar skills, and allow students the opportunity to find and correct mistakes in everyday language. Lessons are thoughtfully prepared have a variety of situations that center on grammar, spelling, punctuation, listening, reading, comprehension, and phonics skills.

Science and social studies lessons are taught through a real-world, hands-on approach. Through inquiry and exploration, students encounter culturally diverse lessons that introduce them to a world outside of the classroom and their community. Guest speakers from the community help the students to learn more about their local surroundings, while projects and research allow the students to explore the world as a whole. Through inquiry based projects and experiments, students learn about the geography and problems that occur throughout the world and give them the opportunity to inquire, research and find solutions to problems. Through the diverse learning experiences, students are able to shape their learning and apply what they have learned to help them determine their civic duties and become real-world problem solvers.

Weekly assessments are used to evaluate students’ understanding, monitor progress and determine which skills need re-teaching. Teachers provide students with extensions that allow them to apply their knowledge to real-world situations and extend their learning. District created assessments along with STAR and Performance Series assessments are also used to measure student achievement. Teachers use the results to determine which standards and skills should be the focus of lessons and small group instruction. Students use Edgenuity as a learning tool in and out of the classroom to reinforce skills taught, as well as a tool to enhance future skills. This tool allows students to move at their own pace to grasp concepts.

In the beginning, virtual learning proved challenging for teachers and students but teachers worked to continue to enhance lessons and align teaching to meet standards and the needs of all students. Collaboration and professional development has been key, as teachers have learned to appreciate the talents and strengths of others to be able to continue to challenge students through online lessons. From kinesthetic learning to get students out of their seats to project learning as a whole group, teachers are still meeting the needs of the learners. Students continue to be actively engaged, as they are given opportunities to show their learning using online tools. Teachers use technology games, such as Kahoot, to keep the students engaged and excited about learning. Virtual classes are conducted each day, and students enjoy the opportunity to be

seen on camera, as well as speak in class. Through breakout rooms in Zoom, teachers are still able to conduct small group instruction, and teachers provide individual re-teaching and extensions outside of the classroom.

The learning environment of MacMillan is unique and tailored to meet the needs of each student. It is a strong and successful environment because lessons are planned and executed to meet the diverse needs of each student. While teachers thoughtfully plan, they also make room for student inquiry that leads to enhanced student learning.

1a. For secondary schools (middle and/or high school grades):

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

2. Other Curriculum Areas:

Our ultimate goal is to develop the whole child to succeed in college, career and beyond. This starts by allowing our students the opportunity to participate in the following curriculum areas in addition to our core academic curriculum: physical education (P.E.), technology education, music, counseling and Library Media. All students participate in these classes weekly. Visual arts is incorporated throughout the curriculum by teachers through daily instruction and projects.

Students receive thirty minutes of daily structured physical activity. Our P.E. department teaches that physical activity, healthy food choices, and taking care of our bodies contribute to their success in and outside of school. In addition to these foundational skills, students are also given opportunities to develop hand-eye coordination and balance with activities such as cup stacking, exercise routines, and time for free play. Our P.E. department was awarded a grant from Blue Cross & Blue Shield of Alabama which allowed for the purchase of heart monitors for students and a curriculum that teaches a heart healthy lifestyle. Our P.E. department also raises money each year for the American Heart Association by participating in the Jump Rope for Heart Program.

Students attend music class two alternating grading periods each year for 30 minutes each day. Music instruction follows a general music curriculum and integrates lessons across the curriculum through an on-stage musical production for each grade level each year. In addition to our musical productions, students are introduced to composers, musical instruments, influential musicians, and a love and appreciation for music. Interested 3rd-5th Grade students may audition and participate in the school Chorus. They practice before school two days each week and take part in various performances throughout the city. Select 4th & 5th Grade students participate in the district Honor Chorus.

Technology education is taught to students one day each week for 30 minutes with a focus on 21st century skills. Students participate in classes that teach keyboarding, digital citizenship, and technology tools. The technology lab is available to teachers and students for additional instruction outside their weekly scheduled visit.

Students attend counseling classes once each week for 30 minutes. The counselor teaches students coping skills, study skills, character education, and how a healthy mental attitude supports learning. She also has time built in her schedule for small group and individual counseling.

Library media classes are taught to students one day each week for 30 minutes. Students learn how the library is organized, how to find materials in the library and ways to do research. The librarian supports academic content by choosing books to read aloud that extend what is being taught in the classroom. Reading skills are also covered and a love of reading is nurtured during library classes. Our library operates on both a fixed and flex schedule. The flex schedule allows students to come to the library outside their

scheduled library class to do research, use the computers, study, or check out books. Teachers often collaborate with the librarian to enhance student learning on special projects.

3. Academic Supports:

The faculty at MacMillan collaborates to ensure we meet the needs of all learners. All stakeholders are included in the planning process. Instruction for all students is planned using the Alabama College and Career Readiness Standards (CCRS), the state approved curriculum for each content area, and additional resources that support the learning objectives. Teachers collaborate weekly to correlate lessons based on CCRS standards.

Students that are performing below grade level receive core instruction from their classroom teacher that addresses any areas of deficiency through small group instruction, specific interventions and technology programs such as Edgenuity and Freckle. Any students that continue to perform below grade level are identified through the Response to Instruction (RtI) component of the school's Problem Solving Team (PST) to plan additional interventions. In compliance with the Alabama Literacy Act, we also identify any students that are not reading on grade level in Kindergarten through third grade. Those students are put on a Student Reading Improvement Plan (SRIP) designed to identify and strengthen any deficient areas in reading. Parents are notified and encouraged to collaborate with the teacher on the development SRIP. Students are progress monitored a 1-3 times each month and instruction is modified to continue to meet the needs of the student. If the student does not improve, the PST will revisit the plan and adjust as needed. If a student continues to perform below grade level they may be referred to the Special Education Department (SPED) for further support and testing.

For students that qualify for the SPED services, they will an Individualized Education Plan (IEP) designed to meet their specific needs. The SPED teacher works closely with the classroom teacher, the principal, the student, and the student's parents or guardians to plan instruction that supports learning for that student. The frequency depends on each individual student's needs. Students with an IEP may need to be pulled from the classroom to work individually with the SPED teacher. These students are closely monitored with progress reports to ensure the program is providing adequate support. IEPs can be revisited at anytime throughout the school year to make adjustment. The IEP is required to meet each spring as students move on to the next grade level.

MacMillan is a magnet school; therefore, all students receive accelerated instruction. Teachers further enrich instruction with Project Based Learning, novel studies, and when possible assignments accelerated using next grade level standards. Technology such as Nearpod, Pear Deck, MyOn, Read Works, Accelerated Reader and Google classroom are used to enhance instruction and provide students with opportunities to use technology in meaningful ways. Virtual instruction, due to COVID, has increased the amount of time spent using these specific technology programs.

Our EL students receive instruction in the regular classroom and are pulled out 2-3 times each week to work with the EL teacher. During virtual learning, they meet via Zoom. The EL teacher collaborates with each student's classroom teacher to ensure the student's needs are being met.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

The faculty and staff at MacMillan engages, motivates, and provides students with a positive environment that supports their academic, social, and emotional growth, and college and career readiness development in a variety of ways.

MacMillan is an International Baccalaureate (IB) School. Students learn the meaning of IB profiles and attitudes. These are characteristics students embody at MacMillan. Students are taught using the Alabama CCRS standards how to be global thinkers and learners. Students are actively engaged and immersed in learning each day. Teachers at MacMillan greet students each morning with a smile and a welcoming "Good Morning." Each morning, the school has a morning show that is aired over the intercom in each classroom. Students state the meaning of the character education word of the week and examples of how the character word can be displayed.

MacMillan has an active PBIS program. As a part of the PBIS program, teachers select a student of the month. The students of the month get their pictures taken and their pictures are displayed on the PBIS board in the school's hallway. They have their names called over the intercom, and they also receive a T-shirt and certificate to commemorate this honor. These students are able to attend a PBIS Celebration at the end of each nine week grading period. PBIS students have been awarded with school dances, watched movies and enjoyed popcorn, as well as shopped in the school's PBIS store. In light of the pandemic, students are still selected for PBIS. A certificate along with the teacher's comments is mailed to their homes and their parents are asked to send a picture of them with their certificate. Once pictures are received a slideshow is put together of all the students and is displayed on the front hallway monitor, school webpage and MacMillan Schoology page. Each Friday, students get a "birthday shout" on the intercom and are celebrated with a birthday pencil and a birthday hug from the Principal. In light of the pandemic the birthday hug has been put on hold.

In spite of the pandemic, MacMillan teachers have done a phenomenal job with continuing to engage students. Remote learning takes place by using Zoom each day. Students are able to complete course work through our district's learning management system Schoology. Students are engaged in interactive online activities such as Edgenuity, Freckle, MyOn, Nearpod, Kahoot, Quizizz, and Flipgrid to name a few.

2. Engaging Families and Community:

MacMillan's community and stakeholder involvement is crucial to our success. MacMillan has an active PTA that has provided financial resources to help purchase classroom resources, volunteers throughout the school and on field trips, as well as promotes school fundraisers. Our PTA in conjunction with the MacMillan's Parent and Community Involvement Committee hosts our annual "Pastries with the Parents" event. During this event, parents are able to come enjoy a pastry and hear words of encouragement from a guest speaker about significant issues that happen in schools from bullying to effects of social media on students. We have had representatives from the Alabama State Department Education all the way to the District Attorney's office have visited MacMillan and some point in time to speak to the parents.

This year we could not have our traditional open house for parents and students, so MacMillan conducted virtual open houses for each grade level. Parents were able to learn about the expectations for the school year as well as meet the teachers. Teachers engage families and community is through various two-way communications; Weekly newsletters, school newsletters, INOW, School Messenger calls, emails, social media, Remind101 app, school webpages, and Schoology. Virtual conferences have been held this year as a way to communicate with parents about their children's academic progress. Parents are invited to meet with their child's teacher during the districts Parent Visitation Day takes place each school year. Due to the pandemic, this year's parent visitation day conferences were held virtually.

The school's playground was in need of new equipment. MacMillan received new equipment as a result of

donations from County Commissioners and City councilmen. After receiving the new equipment MacMillan partnered with a local church to clean up the playground area. All of this was just in time for the pandemic so our students have not yet had the opportunity to enjoy the playground but are definitely looking forward to it.

MacMillan has developed a partnership with Macedonia Missionary Baptist church Montgomery, AL. The church supports MacMillan's faculty, staff, and students by dropping off needed items and encouraging words for faculty, staff and students. They provide our teacher of the month with a certificate and goodie bag and have provided MacMillan's teacher of the year with significant prizes from televisions to gift baskets.

3. Creating Professional Culture:

MacMillan creates an environment where teachers feel supported and valued in many ways. Administration recognizes that teachers are individuals and bring their unique gifts and talents to the classroom. Therefore, administration consistently involves the teachers regarding decision making within the school. Mutual respect and appreciation is given among all staff members.

Regular faculty meetings are held to discuss the needs of the school. Teachers are comfortable with asking questions and speaking to the administration regarding any concerns that they may have. MacMillan's administrator has an "open door" policy and is readily available and willing to assist teachers whenever called upon. The principal visits classrooms on a regular basis, and she continues to visit classrooms virtually as often as she can. She sits in on conferences with parents and works with the parents and teachers to bridge the gap between home and school. She will visit classrooms and participate with the teachers and students during a lesson.

The administration sends out surveys regularly to get feedback from teachers before making decisions that will directly affect teachers and students at the classroom level. The teachers are able to complete a technology survey to address technology needs within the school. This school year, each teacher received an updated Chromebook style laptop. Each grade level now has a set of Chromebooks. The ratio is now 1:1 for students and Chromebook devices. Teachers were provided with web cameras and headsets to use for virtual instruction. Teachers also received masks and a supply of cleaning and sanitizing supplies to use to assist with keeping their rooms clean and sanitized.

During the virtual learning, teachers are able to choose one day as a "planning day," so that they are able to come to the school to gather materials for the next week or complete any additional tasks that they need to do. During this time, the students worked asynchronously.

Our focus is improving student learning and achievement and that can only be done through professional development. Teachers are able to receive professional development based on the needs of the school as well as individual needs. Our district professional development department has provided PD at the school. Teachers have also been able to take advantage of professional development opportunities outside of the school. Teachers are empowered to share their knowledge on topics after they have attended professional development sessions with colleagues during faculty or collaborative planning meetings.

4. School Leadership:

The leadership philosophy at MacMillan International Academy is a partnership among the teachers, students, parents, and community. The open door approach is team oriented with high expectations driven by goal setting stakeholders because we are stronger when we all work together. Open communication and shared decision making help to encourage all involved to express opinions, give suggestions, and share in the responsibility of creating a trusting school climate and one that promotes student success. Our school leader is supportive and empowers to make decisions about teaching and learning in their classrooms, as long as it is in the best interest of children.

The leadership structure of the school includes one principal, teachers, specialists, and support staff.

Everyone is expected to have a voice in decisions which affect the success of our students. Our teachers have firsthand knowledge of what our students need to be able to reach their goals. This knowledge drives grade level and faculty meetings. Each meeting has an emphasis on improving instruction in all curricular areas by nurturing collaborative professional learning communities that discuss professional practice and student achievement. Each staff member's strengths are developed, trusting working relationships are nurtured, and sights are always set on meeting students' individual needs and those of the school. As the instructional leader of MacMillan, the principal often leads instructional staff in meetings but also encourages other instructional staff to lead meetings in an effort to continue to develop their areas of strength. Shared leadership is enjoyed by all, and it is evident that every teacher is comfortable discussing any issue that will improve student achievement. Because student success is at the forefront of everyone's decisions, MacMillan continues to yield remarkable results.

Building relationships with parents and the community is especially important to the principal. Parents and community are actively engaged in our everyday culture. Community leaders play a vital role in supporting the school through visits, donations and implementing programs that support the education needs to students. At MacMillan, we feel that our students need to see that their parents and the community are an integral part of their academic success. In the wake of COVID-19, most of the parent and community engagement within the building had to cease in an effort to ensure the safety of all stakeholders. But COVID-19 has not stopped the encouraging phone calls, emails and positive social media posts from stakeholders.

5. Culturally Responsive Teaching and Learning:

MacMillan International Academy offers a strong traditional curriculum with an enriched focus on international studies, humanities, technology, and communications. Our magnet school draws students from all over Montgomery County and students from countries around the world. Most of our international families come from the International Officers School at Maxwell AFB. We prepare a multi-cultural, multilingual population for the global economy of the 21st century.

We are a collaborative international community of learners challenged to reach our highest potential through high levels of interdisciplinary instruction in a safe and caring environment, while inspiring students to become reflective, compassionate, and caring leaders who are able to achieve educational goals in a global society. The students are held to high expectations and continuously reflect and evaluate themselves to improve on their educational as well as their social goals.

At MacMillan we are committed to ensure our learners reach their highest potential through interdisciplinary instruction in a safe and caring environment. We inspire students to become reflective, compassionate, and caring leaders who are able to achieve their educational goals in a global society.

Our school has addressed the current event of the pandemic by focusing on social distancing, providing technology support as well as emotional support. Teachers often have conversations with students during class to get their perspective and understanding of the pandemic and the effect that it has had on the world and school. Many of the older grade classes watch CNN-10 videos and have students dialogue and answer questions around other current events.

Along with the district MacMillan provides blended learning instruction and support to families. Our goal is to ensure we promote continuous learning during this time of crisis without adding further stress to our families. Support is provided to students by providing enrichment activities in ELA, Math, and Science thru Edgenuity platform; Renaissance Learning platform. Parents are offered support through the district in how to log in into a Chromebook, how to care for the chromebook, how to log in into Clever and other platforms. The district as well offers guides for

our Spanish speaking families.

Staff is provided with professional training on all aspects of the educational platforms used to conduct the blended learning. Also, we receive a monthly newsletter from the Employee Assistance Program. This program offers advice, support, and practical solutions to the challenges we encounter not only at work but our daily lives.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

MacMillan International Academy has remained successful since school closures began in February/March 2020 because we made sure that our families knew that we were in this together from the very beginning. While academics remained a priority, in the beginning of the pandemic it was important that students and families felt that they were supported even outside of the academic realm. We understand that physical, emotional and mental needs have to be met in order for students to be able to learn. So we made sure that our families were aware of additional supports that were available to them, such as meals, clothes and internet/wifi access. We made parents aware of these additional supports by posting announcements on our school's webpage, social media outlets, home visits, and emails to name a few.

In addition to getting feedback on physical, emotional and mental well-being from our families, we solicited the feedback from our teachers. Teachers were provided a Google document that they updated when students were missing in action for three consecutive days without communication from parents. This document proved crucial and beneficial because the school administrator or school counselor were able to reach out to parents to find out what was causing their child to be missing in action. Once contact was made feedback was provided to teachers on the document on what steps were taken to ensure that the issues were being resolved by supporting the parents and students with what was needed at the time. Our strategy of ensuring that that our families had access to additional supports were able to shift once we were sure that families were aware of where to go for additional assistance that they may need. Once these obstacles were removed, we were then able to move towards ensuring that educational needs were met.

One thing we have realized during this process of school closures and operating during a pandemic is that we can never stop checking in on families to ensure that physical, emotional and mental needs are met. Oftentimes, families are not comfortable with sharing information or asking for assistance, but the pandemic is something that we are all learning to live through and deal with together which has opened the lines of communication more than ever before. This practice of checking in on our families is also one of many ways that we will continue to be successful as a school community.