

U.S. Department of Education
2022 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 Miss Sundee Ware
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 415 East 500 North
(If address is P.O. Box, also include street address.)

City Logan State UT Zip Code+4 (9 digits total) 84321-4127

County Cache County

Telephone (435) 755-2320 Fax (435) 755-2322

Web site/URL https://adams.loganschools.org E-mail sundee.ware@loganschools.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* Mr. Frank Schofield E-mail frank.schofield@loganschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Logan City School District Tel. (435) 755-2300

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. Larry Williams
(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 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 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 2016 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: 2017, 2018, 2019, 2020 or 2021.
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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

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

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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 in the school as of October 1, 2021 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	18	25	43
1	22	26	48
2	23	19	42
3	30	23	53
4	24	18	42
5	20	30	50
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	141	278

*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):
- 3 % American Indian or Alaska Native
 - 1 % Asian
 - 2 % Black or African American
 - 24 % Hispanic or Latino
 - 5 % Native Hawaiian or Other Pacific Islander
 - 61 % White
 - 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 2020 - 2021 school year: 20%

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

In the 2020-2021 school year, we saw an above average movement in and out of state due to COVID hardships.

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, 2020 until the end of the 2020-2021 school year	32
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	24
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2020	278
(5) Total transferred students in row (3) divided by total students in row (4)	0.20
(6) Amount in row (5) multiplied by 100	20

6. Specify each non-English language represented in the school (separate languages by commas):
Arabic, French, Indonesia, Mashallese, Nepali, and Spanish.

English Language Learners (ELL) in the school: 19 %
53 Total number ELL

7. Students eligible for free/reduced-priced meals: 62 %
Total number students who qualify: 172

8. Students receiving special education services with an IEP or 504: 22 %
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. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>6</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>4</u> Other Health Impaired |
| <u>6</u> Developmental Delay | <u>11</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>32</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.	12
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	4
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	24
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	94%	93%	93%	95%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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.

Our mission at Adams Elementary is to support ALL students in becoming productive members of society by achieving a growth mindset through rigorous essential learning.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://www.loganschools.org/daa-nondiscrimination?rq=discrimination>

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

PART III – SCHOOL OVERVIEW

Adams Elementary is a jewel nestled in the center of Logan, Utah. Tucked below the Wasatch Mountains under the watchful eye of the Utah State Aggie “A”. Our beloved eighty-eight year old building stands as a monument to education. A beautiful city park borders the school grounds providing a background of coniferous and deciduous trees. Our mascot, “Owlvin”, the owl, provides the visualization of wisdom, “soaring ever higher”. Our motto is “Adams Owls Work, Learn, Succeed”. Who, “Whooo” can deny the impact on childrens’ lives over the past eight decades?

As our students soar to reach their academic goals, we encourage them to remember the ‘Power of Yet’ (coined by Carol Dweck in her book, Mindset). By helping our Owlets remember that there is always room to try again, we remind them that being in The Pit is part of the learning process. It is foundational in the way we approach and answer concerns, questions, and growth at Adams Elementary. The Learning Pit is a visual way for students to be able to talk about learning being challenging. We begin by “having a go” and jumping into the pit by trying something difficult. We honor mistakes, because we know that through challenges, learning takes place. We’ve adopted the language of “Yet”. When students say they can’t do something we add the word YET to their sentence. As learners strengthen their understanding and “climb out of the pit”, their schema increases. We encourage families to discuss what is challenging at school and how they are persevering. There is power in knowing the progression of learning and it is okay, and celebrated to have the chance to struggle. Our community is devoted to ALL students learning at high levels. We are committed to each student having the “Eureka” moments as they climb out of the pit and get ready to try a new challenge. This mindset has increased the commitment of the staff to support ALL students in becoming productive members of society by achieving a growth mindset through rigorous essential learning.

Adams Elementary school is a high performing, inner city, Title 1 school with 305 students. The small town feel of our diverse student body allows for an academic and encouraging atmosphere. Our student population represents students from around the world including North American, Central American, South American, Asian, Hispanic, Pacific Islander, and Middle Eastern descent. This allows our school community to gain an appreciation and awareness of many cultural differences. Children are known and recognized by every adult that works within the walls of Adams Elementary. This environment helps each child to feel safe and supported by everyone, so learning can occur.

Beginning with the welcoming smiles of the front office, parents always feel welcomed and validated. The principal is often found around the school visiting classrooms and is easily approachable and accessible. On the walls of the school, teachers and students are celebrated and acknowledged for their accomplishments through signage on our televisions.

A mere three blocks away is the iconic Old Main Hill on the campus of Utah State University (USU). Utah State’s Education Department is ranked 29th in the nation. We have the opportunity to be part of the program as we collaborate with USU in mentoring university students in our building through preservice teaching experiences with highly qualified educators in diverse classrooms. Proximity to USU allows us to provide educational field trips, support competitive events, and celebrate community traditions. This invaluable opportunity increases exposure to future possibilities and desire for higher education.

Providing additional opportunities for our students helps encourage all types of learning and growth. Our school offers an orchestra program where students can learn to play a string instrument. They become proficient enough to perform in concerts and build the foundations to continue to play throughout their lives. In addition, we provide an After School Club (ASC) so that students can extend their day three and a half hours in a structured, safe environment. ASC supports families by allowing students to complete homework, practice reading, have a healthy snack and participate in enrichment experiences. This helps build social emotional learning (SEL) and character development that transfers into their daily academic lives. They are provided time for recreational activities that include team sports, active and passive games, and free choice activities. Technology sets us apart. A unique resource at Adams Elementary is our 1:1 student to computer ratio. This allows for extensions at home and support for our daily teaching.

At Adams, our mission statement is our driving force. Through our rigorous essential learning, we guarantee students will leave our building ready for a successful future.

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:

Adams Elementary teachers believe all students can succeed and access all curriculum. We teach in accordance with the Utah Core Standards by identifying and implementing the critical learning essentials from each standard for each grade level. We have vertically aligned throughout all the grade levels (Kindergarten through 5th grade). To guide our daily instruction, educators use the evidence-based instructional strategy, Gradual Release of Responsibility (GRR). Teachers use the following four components of GRR with fidelity across all subject areas: Focused Instruction, Guided Instruction, Collaborative Learning, and Independent Learning.

One critical component of GRR is Focused Instruction. The cognitive load begins with the teacher as they introduce the daily Learning Targets and present success criteria for each subject. Teachers model their thinking and present expected student outcomes through explicit instruction. During this process, formative assessments are used as teachers evaluate the understanding of individual learners.

Guiding Instruction is when the teachers begin to release the cognitive load to the students. Teachers use scaffolds to support all learners to access grade level material. These scaffolds include questions, prompts, and cues. Throughout each lesson teachers notice when reteaching is necessary. All of these scaffolds enable teachers to increase students' critical thinking levels.

An additional key component of GRR is Collaborative Learning. Rigor increases during collaborative learning, allowing the learning to transfer to the student. Partner talk, or collaborative conversations, are used throughout each lesson to increase sustained student interaction. The increase of oral language allows students to become accountable with their conversations and demonstrates understanding of academic language.

Independent Learning is another vital component of GRR. The purpose of this stage transfers ownership from the teacher and gives control to the student. Students learn by using their own actions to metacognitively assess their learning and become independent learners. Exit tickets and common formative assessments assist teachers in knowing which students have not reached proficiency and need more support. This allows our teachers to provide targeted, immediate feedback for individualized correction or extension.

1b. Reading/English language arts curriculum content, instruction, and assessment:

The mindset at Adams Elementary is to get all students reading at grade level or above, rather than just typical growth. Our multi-tiered approach of language comprehension and word recognition drives our instruction and assessment. We administer three benchmark assessments throughout the year and progress monitor systematically with Acadience Reading. Our district has scheduled three Professional Development days throughout the year designated for data discussions. This allows teachers to review data from benchmark assessments and formulate action plans that drive our instruction moving forward. We use this time to review students' achievement on the individual measures. In these data discussions, teachers are looking at individual students, how to modify their student skill groups, or adjust Tier 1 instruction for the whole class.

We use many programs at Adams Elementary. We have utilized Heggerty for phonemic awareness (Kindergarten through 2nd grade), Wilson Foundations for phonics instruction (Kindergarten through 3rd grade), and 95% Group Multisyllable Routines for phonics (3rd through 5th). ReadyGen helps guide our comprehension (Kindergarten through 5th grade). Accessing Complex Text (ACT) is used for close reading (2nd grade through 5th grade). Through prompts in Utah Compose (grades 3 through 5) students are tasked with writing essays that meet the core standards. They experience the opportunity to practice typing skills by

composing essays. The essays include a variety of styles such as, informative, argumentative, and narrative. It offers immediate feedback so students can see where they need to improve and edit their writing. The STAR (Standardized Test for the Assessment of Reading) assessment is a means that teachers utilize to assist them in recognizing reading levels. This assessment helps teachers place reading goals for individual students. The use of technology supports our instruction by using Lexia and Flocabulary. This helps fulfill individual student needs and allows teachers time to teach Tier 2 and Tier 3 instruction.

A primary focus for our early readers is phonological awareness: letter sounds, word segmentation, and blending. Strategies that have been successful are incorporating differentiation, manipulatives, decodable text, letter fluency, shared reading, and total physical response (TPR). For example, when you enter a Kindergarten classroom you could find the teacher sitting with a small group of students manipulating colored discs to represent sounds in Consonant-Vowel-Consonant (CVC) words. In first grade classrooms, you may see tapping fingers to represent phonemes in individual words. In second grade, you would see marking syllable types to show how to decode a word and encode while reading controlled text with a targeted skill.

The more advanced readers focus on decoding, accuracy, fluency, comprehension, vocabulary, and writing. Data driven strategies that have been beneficial for our students are timed sight word automaticity, phrasing, repeated readings, complex dyad reading, whole class choral reading, close reading of rigorous grade level text, and intentional writing in response to literature. In addition to foundational skills, third through fifth grade exemplifies collaborative conversations using talk moves, such as restating, adding on, and repeating, to discuss a complex text.

1c. Mathematics curriculum content, instruction, and assessment:

The mathematical practices applied at Adams Elementary provide a balanced combination of procedure and understanding. Student practitioners increasingly engage in math as they grow in mathematical maturity and expertise throughout Kindergarten to 5th grade. We support the idea that math and reading are intertwined in the importance of academic skills. As stated in the article, “Math in the Early Years” it states the following, “Mathematical thinking is cognitively foundational, and children’s early knowledge of math strongly predicts their later success in math. Most surprising is that it also predicts later reading achievement even better than early reading skills.” (p. 2)

Instruction begins with modeling and direct instruction. Every grade first receives Tier 1 whole group instruction. The teacher models thinking, explains and shows procedures, and then transitions to having the students do the work together. When the class is able to demonstrate the skill successfully they are then given the opportunity to work independently.

If a student is struggling, the teacher organizes a Tier 2 group or Tier 3 intervention to assist the students in their understanding. Common formative assessments and exit tickets are given throughout the unit to ensure the learning is on target. To complete the unit, a summative assessment is given to fully determine the understanding of what has been taught.

In Kindergarten, instruction begins with learning numeracy, or number sense, and cardinality. This foundational approach in teaching mathematics sets up the student for success through their educational path. The use of concrete manipulatives allow for a deeper understanding of numbers. This understanding is able to transfer to greater and harder skills. As our students progress into first through fifth grade they continue to be encouraged to make sense of problems and persevere in solving them. When students face frustration in their skill level, they are encouraged to remember The Learning Pit and continue to reason through the problem. Every student is taught to reason abstractly, quantitatively, and attend to precision. Learners use model drawing to represent story problems daily. This helps them explain viable arguments about how or why the procedure or algorithm works. They are provided opportunities to use their oral language to explain their thinking. Students can expand their thinking through the concrete, pictorial, and abstract application in real world scenarios.

Reflex Math, for math fact practice and DreamBox to reinforce concepts and application. Think Central is a supplemental online program to support our Go Math textbook. We use Acadience Math as an assessment used to measure the acquisition of mathematical skills K- 5. The Acadience Math assessment includes number recognition, quantity, subitizing, computation, and concepts and applications. Our students relish the opportunity to fall into the math “pit” and discover the ways to reason with numbers and become mathematicians.

1d. Science curriculum content, instruction, and assessment:

Using guidance from the Science with Engineering Education (SEEd) standards, students in all grades engage in designing, modeling, constructing, communicating and collaborating on science and engineering practices through investigative lessons. They learn how scientific thinking enhances reasoning in other subjects. SEEd standards guide the instruction with the use of storylines and cross-cutting concepts. Students ask questions, define problems, develop and use models, plan and carry out investigations, and design solutions. Students learn they have a right to utilize scientific thought and skills for themselves and the world of today and the future that they will build.

Our science curriculum is integrated in our language arts and mathematics. In language arts instruction, we use complex text to support the science concepts we are learning. This increases background knowledge and expands engagement. As they encounter subjects that are relevant to their world, they generate questions that drive their authentic learning. Along with science text, we look for ways to provide hands-on learning. Fourth grade students read about energy waves, form and model their movement as they move jump ropes down the hallway, and then graph their data. Second grade students learn about slow and fast changes as they engineer structures made of marshmallows and toothpicks. The teachers create rain, wind, and earthquake simulations to see if their structures can withstand the storm.

To emphasize subjects we are learning in science, we held a school wide celebration where students dressed up as scientists and participated in “Mad Scientist” events. Every classroom became a lab as they engaged in various science experiments. Students experienced phenomena as they made connections to the scientific process. This created an excitement about science throughout each classroom in Adams.

1e. Social studies/history/civic learning curriculum content, instruction, and assessment:

Our purpose in teaching social studies at Adams Elementary is to enable students to understand their community, and make informed decisions about their world. Social Studies is integrated across all content areas highlighting individual(s) and current events. We use publications such as Time for Kids, National Geographic for Kids and Scholastic: Let’s Find Out. Websites like Brain Pop, Brain Pop Jr., and Flocabulary are used as supplements.

Students are naturally curious about the world around them. As their world expands, their ability and desire to learn about other cultures, time periods and historic figures increases. ELA provides a great opportunity to read and explore various historical texts. Students compare and contrast the lives of historical figures. Learners utilize different ELA texts to increase a foundation for community and government as well as activities that are relevant to each grade. After, students participate in campaigning and class elections.

We use the elements of history, geography, civics and economics. In addition, we reflect on how the past has impacted our lives. As educators, we have found understanding cultural diversity in the classroom is a crucial part of being able to anticipate where certain lessons might lead. Educators can establish a tone of inclusion and emphasize that all perspectives are valuable.

Field trips are a useful way to make social studies come alive. Our school visits the Living Planet Aquarium to discover animals and their environments as well as a local historical farm to observe natural phenomena. A local tour of historical sites in Logan helps students learn the difference from past to present. “Motivation and inspiration surely represent the highest level of engagement because they deal with activities that make students feel actualized and connected to something greater than themselves.” (Marzano, Scott, Boogren, & Newcomb 2017)

1f. For secondary schools:

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

2. Other Curriculum Areas:

Adams Elementary has five non-core subjects or “prep” classes for all grade levels. These prep classes include computers, music, Science Technology Engineering Math (STEM), physical education (PE), and media/library. The prep classes last 20 minutes a day for Kindergarten and 40 minutes a day for first through fifth grades.

Computer prep provides an exposure to technology, introductory keyboarding, internet safety, Google Docs and Google Slides. Teachers collaborate with the computer specialist to incorporate classroom content with technology skills. Students are encouraged to research subjects and compile their findings into Google slides and then share their presentations in group settings. Schoolwide computer programs such as Lexia, DreamBox, and Accelerated Reader.

Music prep is a highlight for many students. While in this class, students are taught essential music skills such as note values, solfege (do re mi fa sol la ti do), movement to music, patriotic songs, and songs that include academic content. Periodically, students will perform what they have learned in this prep in various assemblies throughout the school year. These songs have included drums, recorders, special guests, and various movement pieces that represent diverse cultures. Our students will meet the essential skill of performance in the assemblies and even through events at Utah State University.

STEM prep is a top contender for the favorite class among our student body. This class provides a myriad of activities from hands-on engineering activities to problem solving scenarios. In the science focus they learn the engineering design process; for example, students experiment with plants to learn what makes them grow effectively. The technology focus utilizes coding at different levels dependent upon the grade level. Engineering is brought to life with an egg-drop activity. The students are challenged to engineer a container to prevent a raw egg from breaking when dropped from the top of a ladder. It is one of the highlights of the year for our students. Mathematics is incorporated in various forms of the previous disciplines. An example of this is when students have to graph the data of their findings.

PE is another favorite among our students at Adams Elementary. The specialist helps students develop their gross motor skills through a variety of games and activities. The focus on cardiovascular activity enables the students to be engaged and improve their health through movement. There is an emphasis on sportsmanship along with team building exercises. A school-wide “Fun Run” is a major spring event that requires the students, first through fifth, to run one mile and Kindergarten run a quarter mile. The culminating event of the end of year activity is the fifth grade students competing against the faculty in a game of kickball.

Media/library prep is a time when students learn from a variety of literature. The specialist brings in current events to discuss and learn. Activities are prepared for students to learn how to use books to research content, learning all the genres of literature, and discovering books of high interest. Stories and concepts of print are emphasized with lower grades and upper grades have a focus of finding a variety of genres to read.

3. Academic Supports

3a. Students performing below grade level:

To address students performing below grade level, our school has implemented a Response to Intervention (RTI) protocol. Teachers identify students performing below grade level at the onset and throughout the school year. Interventions are provided to fill in holes students have in academic content or behavior. The

RTI process requires the teacher to identify the needs of the student and specify where they are struggling. Data is used to determine if interventions are successful.

A meeting is held with the RTI team which includes the grade level teacher team, administrator, instructional coach, and Language Learner teacher and/or Resource teacher. Looking at the data, the team determines an action plan, possible interventions, and what further testing may be necessary. Using data we identify students who are below grade level and pinpoint certain areas that need more support: fluency, accuracy, retell, number sense, and other mathematical concepts.

We set academic goals to help them close the gap. Through this process we have successfully seen students' trajectories improve. Interventions are given by small groups or 1:1 with a teacher or para-educator.

Progress monitoring and collecting data are an integral part of this process. Through these assessments, teachers are able to determine what is effective. In our weekly Professional Learning Community (PLC) meeting, teachers focus on collected data and what the best course of action is for the students. Aide support is provided in class as Tier 2 or Tier 3 support. When necessary students are pulled-out of class for Tier 3 support.

During the PLC meeting, teachers report out to the group about progress being made and/or the struggles still occurring. An important element of assistance to our students that are struggling are the scaffolds that we implement. Our students begin with pictures, graphic organizers (Thinking Maps) to help them communicate. We incorporate sentence frames as scaffolds during collaborative conversations so that all students are able to orally express a complete sentence successfully to their peers. As the student progresses, the scaffolds are systematically removed which enables them to grow further in their academic development.

3b. Students performing above grade level:

Students above grade level in third through fifth grades are enriched through in-person and technological extensions. An example of an enhancement is our school program Extension and Enrichment (e2). It is designed to stretch and challenge high achieving students in Languages Arts. The minimum qualifications for students to participate is to be above grade level on all measures of assessments as defined in Acadience Reading. Students are expected to maintain the minimum requirements, and participant eligibility in the program is evaluated three times a year. Students will be engaged in a variety of rigorous learning tasks. Instruction is provided by a trained e2 specialist and is provided Monday through Friday during designated differentiated instructional time. The program is designed to provide three instructional blocks. The first block is a literature study, the second block is a research report on a biographical character, and the third block is writing composition and debate. Logan High School's debate team collaborates with our school by coaching, mentoring, and inspiring our e2 students.

Students are enriched as we challenge them to read complex text and then assess comprehension levels through Accelerated Reader (AR) tests. In our Kindergarten classes, fifth graders go into the classroom once a week to have their "buddy" read to them and discuss elements of what they read. This extends oral language discussion and reading comprehension for students on both levels. In all grades, students are assigned dyad reading partners. The books that are included are two levels above their reading level. To push students to further their mathematical concepts, we have them take advantage of technology and use online programs such as DreamBox, Prodigy, Reflex, and Think Central. These programs help extend and solidify their knowledge as the programs adapt to the student's skills. Our annual Spelling Bee promotes literacy and provides a positive goal to work toward. Students are given a forum to display their hard work as they compete to spell words correctly.

3c. Special education:

To meet the needs of students in special education, scheduling matters. To effectively meet student goals for core instruction and IEP goals, it is critical to use a multi-tiered level of support in English Language Arts, Mathematics, and Behavior. Special Education is never a replacement for Tier 1 instruction. Throughout the year, the student's IEP plan, the school master schedule, and finally each grade/level or

individual need is studied and evaluated to distinguish whether push in or pull out services are necessary. Students in the self-contained classroom setting are mainstreamed into their general education classrooms to build social skills and enhance academic learning. Some students receive push in services with support during Tier 1 and an additional pull out service for specialized instruction. It is all designed to meet each student's needs and is highly individualized.

There is a heavy emphasis on foundational reading essentials such as phonemic awareness, decoding, and reading fluency skills for students who receive ELA services in Special Education. Assessments, such as Acadience, are used and students are given skill-based progress monitors. Then, intervention tools are used to teach missing skills. Essential learning targets are stated so students know exactly what they are learning and why. Instruction is delivered in the same language as the core based program, so that students are familiar with the academic vocabulary and concepts used in their general education class.

General education teachers share a math instruction curriculum map for a few weeks at a time and coordinate on how they teach it so there is consistency in instruction. Additionally, we practice math problems from the core each day with every grade. Time in the Special Education classroom is divided between students' IEP goals and their general education grade level essentials. Based upon the IEP goals, the student receives grade level and below grade level instruction.

3d. English Language Learners, if a special program or intervention is offered:

We provide support to our English Language Learners (ELL) through small group instruction provided by our English Language Teacher. Services are provided in the ELL classroom (pull out), in addition to the English Language Teacher working with students in their classroom on grade level content (push in). Any student who is a level 1 or 2, as determined by the World-Class Instructional Design and Assessment (WIDA) assessments, receives direct instruction from our ELL teacher. These students work on reading, writing, listening, and speaking at their level, and are exposed and guided through grade level curriculum with the assistance of scaffolds.

One example of this is a second grade student. This student is not able to read grade level text independently, and struggles to read some first grade text independently. This student comes with other peers who are also needing additional support to access grade level material. Our ELL teacher spends part of her time with this group working on building fluency through practicing high frequency words and reading text and fluency passages at the students level. During the rest of the group time all the students are working on reading grade level material with support, such as sentence stems and Thinking Maps. Students are expected to speak in complete sentences at all times. All of our teachers are aware of our ELL students and what level they are, and their goals to help their language proficiency progress.

As grade level teams we share out weekly what our ELL students are working on, data collected to show progress, and what supports we will add or remove to help students be successful. This focus has allowed us to really look at what our ELL students can do in one area. Our common Professional Learning Community (PLC) time has allowed our ELL teacher to be available to collaborate with each grade level, the vertical alignment, and discuss shared students weekly.

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

A special program is not offered for migrant or homeless populations; however, we ensure the educational rights and protections found in the Federal McKinney-Vento Act.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At Adams, we believe a key strategy in motivating students is showing them that they can be successful. Success promotes success. We apply Marzano’s philosophy, “For students to be ready to learn, they must have their needs met relative to engagement, order, a sense of belonging, and a sense of high expectations.” We celebrate students in a variety of ways to ensure they stay motivated and achieve their individualized academic and social and emotional goals.

As an academic focus, at Adams, students set clear grade level, classroom, and personal goals to increase their achievement. Essential Math and Language Arts learning goals are targeted, personally tracked through data binders, and celebrated immediately in the classroom. Along with the immediate classroom feedback, we have quarterly whole-school incentive celebrations for students who have achieved their personalized academic goals. Examples of past school wide celebrations include: glow in the dark parties, Fall Festivals, drive-in movies with student created cars, movie theater field trips, swim parties, bubble foam pits, chalk throwing parties, dance parties, blow up slide parties, teacher dunking booths, and community supported fun parks. Each January and May, students participate in an awards assembly to recognize their achievements. At this assembly, awards are given to students who excel in academics, leadership, behavior, and growth. These awards assemblies are live streamed online to allow involvement from parents who are not able to attend in person.

Social and emotional engagement is a key focus at our school. Our parent liaison and team work individually with families struggling to attend school and/or arrive on time. This team has set attendance goals and created trackers with incentives for these students. To acknowledge the students excelling in attendance and lack of tardies, our liaison team provides a monthly school-wide no tardy party. Students who arrive on time participate in five minute activities relevant to our monthly mantras. At Adams, we prioritize a positive learning environment. Each teacher uses a 4:1 praising ratio in their classroom. This is achieved when the teacher gives four positive reinforcement statements to one corrective direction. Another effective tool is the 2 X10 Relationship Building Strategy. Each day a teacher will personally connect with an individual student targeting their social and emotional needs for two minutes for ten consecutive days. This conversation is not academic driven but rather, focuses on the student’s personal life and interests to build connections.

A positive, goal oriented environment is our priority. Students are empowered by setting rigorous goals, tracking progress, and achieving goals. Student achievements are acknowledged through many different types of engaging and motivating celebrations. Our positive school culture creates success in academic, social, and emotional learning.

2. Engaging Families and Community:

Adams Elementary has a strong community to support our mission. This educational partnership starts with our Community Council, which is a coalition of parents who are highly involved in creating goals and approving funding. Utah State University provides cultural, educational, and athletic events for students to attend.

Government sponsored entities provide several resources. The Family Place presents a school-wide safe student training which empowers students to advocate for themselves. Cache Community Food Pantry makes our student-backpack program possible. For this, we send a backpack of food home each Friday for qualifying low-income families to provide food for the weekends.

Our school website informs parents of Mental Health Resources that are available including webinars, parental coaching, parenting courses, and Ask a Therapist links. After School Club (ASC) is a 3 ½ hour program which supports families offering a safe place for students after school. In this program, students are given time to accomplish homework with qualified tutors. In addition they receive a healthy snack, engage

in physical activity, and participate in well-planned social clubs.

Local businesses are willing to support educational incentives. The Utah Theater allows students to come and watch a movie for free if they reach their reading goal. The Young Automall, a local car dealership, gives money to the school for coloring pages that are completed by the students. The school receives \$5 for each page. The money is used for student academic incentives. T-Mobile donated hotspots for home use. Nucor and Logan Schools Foundation offer grants for improving student achievement.

Newly adapted communication strategies have improved our parent-teacher-student conference (PTSC) relationships. The traditional PTSC's routine has shifted from completing all conferences in person in two days, to phone calls, zoom, emails, or in person PTSC's. Parents have appreciated the shift which accommodates work schedules and health concerns. The faculty members discovered online apps such as Remind or Class Dojo which allow parents and teachers to communicate important information in real time. Parents are notified with immediate academic feedback within ten days after students take grade level assessments. There is a feature on the apps that translates messages into a variety of languages. Another best practice that we have integrated is timely student academic feedback to parents.

To facilitate parent involvement, we set up Facebook live feeds for families to view award ceremonies, parades, and assemblies. Subsequently, videos are attached to the school Facebook page so families can view these events at their convenience. This has proven a good solution for families who can't attend in person.

3. Creating Professional Culture:

Support for our staff at Adams Elementary is unparalleled. At a district level, the administration provided additional time that allowed teachers to collaborate and implement hybrid online lessons and materials. The success of this additional time has been such that it continues to be implemented. At a school level, our support begins with an experienced, innovative, vibrant, and encouraging administrator who advocates for students, staff, and parents. When a concern with students or parents arise, our administrator shows empathy for all parties but lives true to her motto, "What's best for kids?". Our Instructional Coach promotes professionalism and productivity. She is constantly updating our staff on best practices and provides tools to implement those practices. We can refer to her amazing, well-organized website to review previous professional development and best practice links.

All staff are recognized for hard work by staff shout outs. This is an anonymous note to recognize the great efforts happening at the school. Staff are also allowed to anonymously complete a School Advisory Council (SAC) form if they have a concern which they feel needs to be addressed. This validates the staff's concern and allows the issue to be voiced and addressed without repercussion. Our SAC committee reviews and remedies concerns.

The atmosphere at Adams encourages growth by valuing 'The Power of Yet' with staff. Professional Development (PD) includes vertical alignment throughout grade levels and Special Education services. The pattern used in our professional development is to introduce a best practice strategy, implement it, and then come back to reflect and refine our practice. This encourages teachers to fall into "The Learning Pit" themselves, and as a collective group the staff supports one another as they discover new understandings in their climb out of the pit. Our guiding question for each professional development is "How does this affect student learning?".

As a faculty, we have the professional development opportunity to implement the Lesson Study Cycle. This includes identifying core ideas and essential standards while focusing on student outcomes. Content and language targets, success criteria, and scaffolding steps are planned with a team consisting of two grade levels during professional development time. We then observe the planned lesson and focus on student conversations and lesson structure. The team then debriefs and identifies strengths, weaknesses, and ways to improve student learning. Debriefing is done the same day the lesson is taught. The next day, a different member of the team uses the feedback and teaches using the revised lesson. This cycle continues throughout

the year. Collaborating with a grade level team strengthens our school wide teaching culture and further promotes vertical alignment.

4. School Leadership:

Adams Elementary is built on a strong foundation of supportive leadership. As a small district, our Superintendent and Elementary Curriculum Director are actively involved in our success. They know teachers personally, by name, and have classroom visits monthly. They have petitioned for higher financial compensation and an increase of professional development with our recent curriculum adjustments. This fosters a positive and respectful work environment between district personnel and teachers.

A key asset to Adams leadership philosophy is our Principal and Instructional Coach. This power team guides our Coalition Team, whole-school professional development, and weekly Instructional Team Meetings (ITMs). They collaborate together daily to discuss the needs of our students, staff, and community. They are actively involved in each school-wide decision and are constantly formulating innovative solutions to make our school a better environment for success. Our principal and coach are often seen in classrooms interacting with students during weekly observations and drop-ins. This has created a supportive leadership with accountability and openness for reflective improvements.

The Coalition Team is led by the Principal and Instructional Coach and is made up of six teachers who meet together and discuss new practices, curriculum, school decisions, and ways to improve student achievement. The Coalition Team is responsible to discuss announcements, changes, or concerns to their team members. This leadership team is responsible for leading, uniting, and empowering the staff to collaboratively ensure all students learn at high levels. By looking at data, our Coalition Team created a new school wide schedule to allow for tiered instruction. Another great example of the Coalition Team influencing student achievement is through the creation of our school improvement plan focused on closing the achievement gap. This allows a safe and open communication system of leadership in our school.

Each teacher in our school is responsible to participate in an additional committee leadership team. Examples of these teams include: behavior team, social team, safety team, and incentive team. Teams are expected to meet monthly to formulate plans for their respective assignments. Each teacher has a responsibility and role in the building to improve the learning community.

Adams Elementary has an all means ALL mindset. Every teacher in our building is given opportunities to exhibit leadership and collaborate together. This has created a sense of belonging and allowed for defensive barriers to come down. Every teacher is a leader and has a voice that is heard in our building.

5. Culturally Responsive Teaching and Learning:

Understanding diversity allows an educator to anticipate where lessons lead, as well as issues that might arise between students of different backgrounds. We have learned to put emphasis on deeming all perspectives valuable and establishing inclusion in our classrooms.

We award four fifth graders a prestigious award each year called “The Hope of America.” Sponsored by the Kiwanis Club, this award looks at all areas including academics, leadership, and character. We see these students as the future leaders of America. In the 2020-2021 school year, three of the students receiving the award came from a diverse background including social-economic and academic. This shows that all students are expected to rise to high levels of achievement regardless of their background.

Our Parent-Liaison staff contacts all families in their native language. They participate in making home visits to drop off/pick up homework and make computers available for home use. Additional staff members, as well as community members, reach out to families and provide translations when necessary.

Food backpacks are distributed to qualifying families on a weekly basis. We also have a pantry of food that can be accessed immediately. All students receive free breakfast and lunch daily. We have a supply of shoes, boots, coats, mittens, and hats that teachers can select from when they see a student's need. These

have been donated or purchased by the school.

Our school coordinates with Olive Garden to provide gifts for our students at Christmastime. Teachers provide names of families that could benefit from help and the families are contacted and needs are identified. A member of our staff sets up a Giving Tree at the Olive Garden. As gifts come in, staff members assemble gift boxes at our school which families are notified to pick up. Last year this benefited over 75 students in our school.

Social emotional help is available to students from our counselors. These individuals provide monthly lessons on mindset, do group work with students struggling with similar concerns, as well as individual counseling. This work has increased emotional intelligence in our students and staff and helped create a safe and welcoming environment.

Diversity is a valued component of our culture. As a part of literacy instruction, the students participated in a “diversity challenge.” They were encouraged to read books that celebrated diversity. The students who read the most were rewarded but all who participated were recognized. In addition, ‘Black History Month’ and ‘Important Women in History’ were spotlighted. Our music specialist and P.E. specialists taught multicultural songs and dances that the students performed at the end of the year for parents.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The single most impactful practice that has been instrumental in our success at Adams is our Professional Learning Community (PLC). Because of the way we have structured our day and focused on essentials, we are able to collaborate and plan for rigorous learning. This practice has created a culture of collective teacher efficacy. Adopting this PLC mindset has allowed our teachers to address the two highest dispositions found in Hattie's Effect Size List (Killian, 2017), Teacher Estimates of Student Achievement (1.62) and Collective Teacher Efficacy (1.57). An effect size of .4 is equivalent to a year of typical growth for a student.

In our building, PLC is a framework that allows teachers to use a continuous evaluation and review of student achievement. Teachers use a designated weekly meeting to collaborate and identify individual student needs. This allows teachers to formulate strategies for all students to access the rigorous essential learning. PLC meetings are not focused on planning; they are focused on the impact of teacher learning and the cycle of collective inquiry.

There are four questions that teachers focus on during the PLC process. First, "What do we want all students to learn?" This helps teachers determine essential learning targets in student friendly language. The next question answered is, "How will we know they have learned it?" Teachers develop common formative assessments and analyze student data to plan based on those results. Once they have those results, they can ask the next two questions: "How will we respond when learning has not occurred?" and "How will we respond when learning has already occurred?". Teachers are able to individualize either in an intervention or an enrichment. These four questions keep teachers focused and invested in their impact of student achievement.

The PLC process is unique at Adams for a few reasons. Our PLC meetings take place in a whole school environment. Each team meets together in our Media Center which allows for vertical collaboration and alignment. This provides a distinctive opportunity for our Special Education Team to be active participants with each grade level core subjects and their individual student's IEP goals. After formative benchmark assessments our school participates in a whole school data discussion to realign our school wide goals based on their performance. An example of this is when, based on data, our school identified a need for sight word fluency intervention for Kindergarten through fifth grade. Each morning from 8:00 to 8:20 all students were divided into groups according to their sight word skill level. This means, we had some higher grade students working in lower grades in order to master the lower level sight words customized to their learning needs.

Our adoption of our PLC practice has created a teacher growth mindset that, with the help of every teacher, all students can and will be successful at Adams Elementary. The Hattie effect size is a numerical statistic that we have seen become our reality. We are living proof that it works.