

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 12225 Hardisty Road
(If address is P.O. Box, also include street address.)

City Fort Wayne State IN Zip Code+4 (9 digits total) 46845-9607

County Allen County

Telephone (260) 446-0110 Fax (260) 446-0113

Web site/URL https://cdv.eacs.k12.in.us E-mail bbakle@eacs.k12.in.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* Mrs. Marilyn Hissong E-mail mhissong@eacs.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Allen County Schools Tel. (260) 446-0100

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. Tim Hines
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

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

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
 Suburban
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	109	105	214
1	107	106	213
2	91	93	184
3	120	93	213
4	0	0	0
5	0	0	0
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	427	397	824

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0.9 % Asian
 - 2.3 % Black or African American
 - 3.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87.5 % White
 - 5.8 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 4%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	12
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	29
(4) Total number of students in the school as of October 1, 2018	811
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

6. Specify each non-English language represented in the school (separate languages by commas):
German, Spanish, Czech, Mandarin, Lingala, Tagalog, French, Mon, Haitian Creole, Thai, Japanese

English Language Learners (ELL) in the school: 4 %
33 Total number ELL

7. Students eligible for free/reduced-priced meals: 24 %

Total number students who qualify: 194

8. Students receiving special education services: 10 %

79 Total number of students served

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

- | | |
|----------------------------------|--|
| <u>3</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>35</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>2</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 13

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
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 27:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	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 2019.

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

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

Yes No

If yes, select the year in which your school received the award. 2014

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

A safe and effective learning environment with solid academic foundations and fundamental skills that will lead students into a lifetime of success

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

PART III - SUMMARY

Cedarville Elementary is a K-3 school with a population of 825 students. We are situated on the outskirts of Fort Wayne, Indiana, near the community of Leo-Cedarville. The attendance area incorporates three rural towns and the suburban community of Leo-Cedarville. Many in the area live in subdivisions or on small plots of land. Cedarville Elementary represents a more diverse demographic than the surrounding community through the acceptance of tuition transfer students not living within the school's boundaries. These students make up over one-fifth of the student population. There is a unified commitment by students, families, educators, and the community of working together toward social, emotional, and academic growth of our young people.

Instruction is provided by a highly-qualified staff. A rigorous curriculum, developed by our school district with direct input from our teachers, incorporates essential skills and strategy development. Staff engages students in real-life experiences using hands-on, problem-based learning. Academics are supported by an instructional coach, student assistance specialist, and an intervention specialist. A variety of school programs are used on a weekly basis to meet the needs of students physically and socially. One of our main goals in meeting students' needs is to develop a nurturing atmosphere of mutual love and respect. Creating an environment where teachers, students, and staff have relationships built on trust, positive rapport, and communication garnering interest and excitement is of the utmost importance at Cedarville.

Cedarville has various clubs and programs that are unique to the grade levels. Character development and cultural appreciation are fostered through Character Counts and Positive Behavioral Interventions and Supports (PBIS), Good News Club, Kindness Club, and Student Council programs. Each of these are designed to develop the child as a whole. Students are given opportunities to emulate service-mindedness through a cultivation of attitude, raising funds, and showing appreciation to those around them in a multitude of manners.

Our school is innovative in its approach to academics outside of the classroom with the implementation of other programs. High Ability small groups, Super-Science after school activities, VEX Robotics and Science, Technology, Engineering, Art, and Math (STEAM) activities are done on a weekly basis to help engage and challenge the students at all academic levels.

Another innovative program we have implemented is focused around being kind. The school is engaged in a national program influencing students to express kindness in a variety of ways. Students have daily kindness challenges to which they find a creative way to accomplish the goal. These routines enhance a culture of kindness throughout the school year and help to lay the foundation for our Positive Behavior Interventions and Supports (PBIS). Students also participate in a school-wide activity to demonstrate love and kindness in different ways each school year. This activity is represented by writing kind notes and randomly distributing them in the area, or decorating rocks with uplifting messages. An identified group of our young people in need of the opportunity to shine, comprise the Kindness Club which meets on a weekly basis to find new and unique ways to show appreciation of others. Complimentary to our anti-bullying program and in a proactive approach, teaching kindness gives a different perspective to friendship.

Social-Emotional needs are met as a group effort. Classroom teachers work to develop a growth mindset with students on a daily basis through common language and specifically selected read-alouds. This approach is used to engage the children and assist in their understanding that they can accomplish whatever they set their minds to. The Student Assistive Specialist (SAS) meets with all students on a regular basis to help them develop an understanding of self and the world around them. She mentors students through internal and external changes impacting their lives. With guidance and assistance the SAS helps students understand complex emotions. Once recognizing strengths, weaknesses, and impulses, the students practice processing difficult situations. The SAS also meets with small groups to guide our young people through anxiety and grief.

Having been recognized as a National Blue Ribbon School is the most illustrious honor bestowed upon this school. We have leveraged the distinction to develop a sense of pride within our community and among our

faculty. This pride is contagious and has drawn in many families, as well as professionals outside of our attendance area that desire to be part of our culture. This award has blossomed as a distinction for our school district to the point that the district supported expansion of our building to accommodate the influx of families wanting to be a part of our community. The Blue Ribbon School acknowledgement legitimizes our school as a cornerstone of our close-knit community.

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

Cedarville Elementary School uses a variety of instructional approaches to address the individual needs of our students. We use a balanced approach to both reading/language arts and mathematics. Within our balanced programs we use project-based learning to create authentic and complex activities to both engage and challenge our students.

We have found through regular implementation of team teaching that lessons presented by two different educators in a cohesive manner benefits both the teachers and students. Teachers benefit by collaborating and sharing their own methods first-hand, and students benefit by experiencing another approach to instruction.

Cedarville Elementary believes that every student can achieve his/her full potential in their academic, creative, personal, physical, and character development. We are a school that allows students, faculty, parents, and school communities to work together toward a common goal. Our staff challenges all students to achieve the highest possible levels of knowledge and problem-solving skills. All students and staff are encouraged to demonstrate compassion, respect, and cooperation. Students are mentored by staff to feel successful, secure, and attain a joy for learning. Our school motivates students, families, and the community to accept responsibility in the learning process through communication and encouragement.

As a professional learning community, we see ourselves continually developing skills and knowledge where data shows need. This approach lends itself to our professional learning structures and helps to build upon the established competencies of staff. Teachers are trained to develop visible learning in lessons on a daily basis, explaining to students what it is they will be learning in kid-friendly terms. Much like teachers conducting their own learning community, students are also taught to explain what it is they are learning and why.

1b. Reading/English language arts

Cedarville Elementary addresses reading and language learning standards using a variety of planning practices to ensure student mastery. Our school district has created and implemented a curriculum for every grade level. Cedarville staff is involved in the development and revision of this curriculum annually. As school teams, various depths of knowledge activities have since been created for more rigor within our instruction. The curriculum is aligned in eight “bundles” for the school year, two for each quarter. The scope and sequence of the standards are planned in a spiraling manner so that the teachers revisit each standard throughout the year beyond its introduction. This research-based approach best assists students to achieve a level of mastery.

The balanced literacy program, based on the five components of reading, uses research-based elements of comprehension, vocabulary, fluency, phonemic awareness, and phonics. Our instruction includes a combination of whole group, guided reading groups, and individual conferencing in reading, writing, speaking, and listening. Our literacy framework uses specific programs to target students at all levels. The Daily 5 and Café models enable teachers to meet kids where they are and help them to move forward. Daily 5 allows for whole group instruction, independent work, and most importantly, small group and one on one time. These times are the most crucial and are done on a daily basis for students with higher needs. Cedarville Elementary uses Response to Intervention/Instruction (RTI2) as an approach to identify and support students with individual learning and behavior needs. Teachers and trained paraprofessionals use this multi-tiered approach to increase the frequency of small group instruction. In addition, technology is used to support through the use of iPads. Students may use the device to access more classroom library books, work on independent skills, or use one of our intervention programs such as Lexia Core 5 or Waterford. These reading applications use pre-assessments to start a student at an independent level and

gives excellent guided practice as it is needed.

Formative and summative assessments are used consistently to aid the teacher and guide instruction. Formative assessments may look different in each classroom, but always includes a large amount of observation, especially during small group time. Teachers can evaluate the needs of students with their time together on a weekly basis. Comprehension checks are used daily during whole group lessons and meaningful discussion lends itself to more formative check-ins. Third grade students are assessed in a summative manner three times a year using the Northwest Evaluation Association (NWEA). Kindergarten through second grade students are assessed using Amplify's mClass reading assessments. These assessments check a student's efficiency with the five components of reading. Both the NWEA and mClass tests are used at the beginning of the year to help each educator create their plan of attack for students in the area of reading comprehension. In addition to our benchmark assessments three times a year, each student participates in our bundle assessment from Scantron Achievement Series. This formative assessment is used to help a teacher reflect on what successes and struggles came about in the last four to five weeks of teaching. Areas of struggle are continually focused upon during the spiraling of the curriculum throughout the school year. High stakes testing, which in the state of Indiana are Indiana Learning Evaluation Assessment Readiness Network (ILEARN) and Indiana Reading Evaluation and Determination (IREAD-3), are administered annually each spring to our grade three students. ILEARN tests the mastery of reading, writing and math state standards, while the IREAD-3 specifically assesses the five components of reading.

1c. Mathematics

As with the reading and language arts standards, our school meets the needs of mathematic standards using the same spiraling approach to develop student mastery. Staff assists with the planning of the curriculum for the school district for all grade levels. A variety of depth of knowledge activities have been implemented into the math framework. The curriculum is aligned in the same eight bundles as with language.

Our balanced math program uses a similar approach with focus on review, problem solving, conceptual understanding, and mastery of math facts. Students receive whole group instruction in daily mini-lessons followed by small group instruction. These small groups are fluid and change on a weekly, if not daily basis, depending on the needs of the students. This gives the teacher the opportunity to support the students with more focused instruction on topics that the student is struggling to understand. Within this balanced program we use project-based learning to create authentic and complex activities to both engage and challenge our students. As with reading and language arts, Cedarville uses RTI2 as an approach to help meet the needs of students who are struggling as well as excelling. Small group work frequency is increased to meet the needs of students having difficulty and a weekly pull-out program has been established for students that are identified as high ability or gifted/talented in the areas of mathematics and language. iPads are utilized in the classrooms in several ways to meet our students' various needs. The Pearson mathematic book provides integrated instruction as well as formative assessment online. Students use iPads to improve their math fact mastery each day.

The integration of formative and summative assessments is part of the culture at Cedarville Elementary in mathematics just as it is with reading and language arts. Daily formative assessments implemented include, but are not limited to, student observations, self-assessment, call and response, think-pair-share, classroom discussion, conferencing, and quizzes. Formative assessments provide on-going feedback, not losing sight that information gleaned would be used to readdress learning intentions for which a student is struggling.

As with reading and language, Cedarville utilizes benchmark summative assessments three times a year in mathematics. NWEA is employed with our third-grade students. The results received from this assessment are used to show growth through the course of the year. NWEA assesses students in operations and algebraic thinking, numbers and operations, measurement and data, and geometry. Results are organized in the Learning Continuum to identify what skills and concepts to enhance, develop, and introduce to each student. Students in grades Kindergarten through second grade are assessed using the mClass Math assessment. This tool uses universal screening as well as progress monitoring to gauge a student's mathematical reasoning and skill. This assists the teacher in identifying at-risk students, diagnosing where

they are struggling, monitoring progress, and comparing their performance with research-based goals. Third grade students also participate in the state's ILEARN test in the area of mathematics.

1d. Science

Science curriculum is most frequently integrated across the language arts and math curriculum. Our school has incorporated supplemental resources to enhance the curriculum.

These resources include Mystery Science which is an online program with highly engaging videos and experiments for students to partake. BrainPOP Jr. has developed stimulating videos to teach children the fundamentals of science. Cedarville Elementary has also provided our students with a subscription of Scholastic Magazine to stay up to date on scientific research and findings. Hands-on activities compliment these resources so that students can have real world experiences with the content they have learned. Field trips are often used as means of engaging students in the world around them. Third grade students have an annual voyage to Science Central. Science Central is an interactive science center for students to experience real-life concepts first hand. Each year, students have a chance to try all of the science-based centers in the facility as well as partake in a lesson led by staff to better their understanding of one scientific concept. Younger students in our building participate in a zoo field trip to better understand life in the animal kingdom. All students in our school building participate in health lessons through the McMillen Health Center of Fort Wayne. They are given a different, vital, effective preventative health lesson upon each of their annual visits.

Technology-based, hands-on activities are utilized weekly in the school's own Science, Technology, Engineering, Art, and Math (STEAM) Lab. In this highly stimulating room, students have the chance to work cooperatively to practice computer coding with robots, develop their understanding of electricity using circuits, and expand their engineering capabilities using K'nex building materials. Access to both apps and interactive websites are accessed through the use of student iPads.

Formative assessments such as observation, questioning, and projects are used to gauge student understanding of science standards through these various experiences.

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

Social studies curriculum is also frequently intertwined across the language arts and math curriculum.

Similar to science, our school has integrated outside resources to enrich the learning of social studies state standards. As with science, BrainPOP Jr. has established interesting videos to help students understand the rudiments of social studies. Scholastic Magazine teaches relevant social studies topics, much as it does with science, and is utilized on a regular basis. Cedarville welcomes a multitude of guest speakers from our community to enlighten students about civic duties, professions, and citizenship. Junior Achievement is part of our school guests program. This initiative shares its mission statement with students to own their own economic success and to foster work-readiness, entrepreneurship, and financial literacy skills through experiential learning. Technology plays a large part in our social studies education. Students have the opportunities to experience a variety of virtual field trips around the globe using Google Expeditions through their iPads or receive a more realistic experience using the Oculus Go virtual reality headsets. Students also have the opportunity to learn more about social studies through interactive video conferencing as part of the AceLink program through a partnership with Purdue of Fort Wayne. Topics in the AceLink program have a huge variety and include United States and Indiana history, national monuments, and national parks amongst others.

Formative assessments such as observation, questioning, and projects are used to gauge student understanding of social studies standards through these various experiences.

1f. For secondary schools:

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

2. Other Curriculum Areas:

While Cedarville excels at the core subjects in many facets, we also provide many opportunities for student growth in our other curriculum areas. All students in grades kindergarten through grade three participate in music, art, physical education, library, and a technology lab on a weekly basis.

Cedarville houses both a full-time art and music teacher. Our art program has a wealth of physical resources, including a kiln for clay class projects by all students in the building. The art teacher follows a cultural theme throughout the year that ties into the Northeast Indiana's Foundation for Art and Music Education (FAME). The mission is to foster and perpetuate creativity through multi-cultural arts education. We find this connection between community, culture, and school to be invaluable.

Our music program also incorporates community involvement through the Fort Wayne Philharmonic. Lessons are correlated with the philharmonic that our music teacher ties into grade level performances. Technology is incorporated into our music program through the Quaver music curriculum. Students obtain musical background knowledge as well as performance experience. Additional performance opportunities are offered in an after-school choir for grade three students. Sphero Specdrums are also integrated into the musical curriculum. Specdrums are musical rings that make the classroom the student's instrument. The rings have a digital sensor that can interpret colors. The colors are assigned notes and when a student strikes any surface, the ring plays the note assigned to the color. Students can explore with the Specdrums by reading colorized sheet music, creating their own melody, and identify "mystery" songs by following patterns.

Physical education is a high-energy, engaging program at Cedarville. Our program includes a multitude of cross-curricular experiences using the multi-sensory approach. Daily warm-up activities engage prior knowledge of each grade's academic standards. Standards include early literacy skills, math computation, cardinal directions, and technology integration. Outside of daily instruction, cross country and an intramural program are offered to students in grade three.

Health and wellness education are promoted in a variety of interactive events. National School Lunch and Breakfast weeks are highlighted throughout the school year. Cafeteria staff not only serve but educate students as they receive their food on a daily basis by reminding students of healthy choices, as well as teaching them about the food groups. Participation in these weeks are celebrated through positive incentives provided by the cafeteria staff. As with other curricular areas, community experts are invited to help further the education of our students. Some of these guests include dentists, nurses, and doctors. These experiences give students chances to hear about real-life application of their education and ask questions about their respective fields. One example of our exploration of wellness is "Cardiology Day" for our kindergarten students. On this day, our youngest explorers get to experience over twenty hands-on stations to learn about the body and the human heart.

Cedarville Elementary School has widely embraced the ever-changing world of technology. Cedarville students have one to one access with iPads on a daily basis and use them in a diverse manner to enhance lessons throughout the curriculum and to meet computer science standards. Each classroom is equipped with an interactive whiteboard or television for teachers to use through demonstration and for students to participate. This interactive tool allows teachers to provide engaging lessons that make the curriculum accessible to all students in a multi-sensory format. In addition to classroom technology, Cedarville Elementary is equipped with two technology labs. One of the labs houses laptops for instruction in computer literacy. The second lab is called the "STEAM" room and is used to expand upon Science, Technology, Engineering, Arts, and Math. This room includes the aforementioned Specdrums utilized by the music program. Coding is an integral part of the STEAM room and is demonstrated by the use of Sphero SPRK, Sphero RVR, and Terrapin's Blue-Bots. All three sets of devices provide age-appropriate problem solving in a sequential manner. The room is also equipped with devices for students to explore virtual field trips provided by Facebook's Oculus and Google's Expeditions.

Character building is of the utmost importance at Cedarville Elementary. Social-Emotional education is taught through monthly guidance lessons and reinforced through PBIS. The lessons created tie into state NBRIS 2020

competencies and challenge students to build character and life skills in the areas of self-regulation, empathy, dealing with emotions, responsibility, and mindfulness among others. An annual anti-bullying initiative is delivered at the beginning each school year. An abuse prevention program is instituted annually to teach students about appropriate interactions with others. The counselor challenges students to think about their future with “College and Career Week.”

3. Academic Supports:

3a. Students performing below grade level

Our balanced instructional approach to language arts and math lends itself to support students that are both struggling and excelling in the classroom. For students that are performing below grade level we have implemented many interventions. Part of the balanced approach is to have a workshop format of no less than thirty minutes which gives us a structure that creates a consistent time to meet the needs of these children. For example, teachers meet four to five times per week with students that have a variety of language and/or math deficiencies. This includes time for one on one conferencing.

Our Response to Intervention/Instruction (RTI2) system begins with a team of support staff. The RTI2 team tracks data and works collaboratively with teachers in the identification and implementation of intervention strategies for each individual student. Teachers document qualitative and quantitative data for students that have an “RTI” to determine the effectiveness of the plan, in conjunction with the team, to analyze the data. The team meets on a weekly basis with teachers as concerns arise to determine a plan of action for each student.

Cedarville has supplemental digital platforms, such as Waterford and Lexia Core 5, to assist students struggling with reading. Students work independently in these programs and teachers monitor student progress to provide targeted instruction at points of difficulty.

Proactively, Cedarville has analyzed assessment data in mClass DIBELS and found a deficit in phonological awareness. With that understanding, we have implemented the Heggerty Phonemic Awareness Curriculum which is a systematic scope and sequence, focusing on eight phonemic awareness skills. Teachers have found that this approach has had a strengthened early literacy attainment.

Formative assessment takes place on a regular basis in the classroom and may be exemplified by comprehension checks, question and answer, discussions, students writing on white boards, or with exit tickets. Staff take the time to make sure students are understanding as they learn rather than after material has been taught. Running records are a key component of reading assessment for students performing below grade level. Teachers use this formative assessment as the foundation for those in need.

Summative assessments vary throughout the year. Kindergarten through grade two use the mClass DIBELS and Reading 3D programs as well as mClass Math at three benchmark points in the year. Grade 3 uses NWEA during the same benchmark windows to measure both reading and math. Students are assessed every four weeks using the assessment called Scantron which is developed by staff. Students are asked questions about the lessons they have been taught in both language and math in the most recent month.

3b. Students performing above grade level

The aforementioned balanced instructional approach is beneficial for students performing above grade level. This method creates a challenging curriculum for these students by implementing project-based learning, literature circles, book studies, independent research, as well as proceeding with math concepts beyond their grade level. Classroom teachers train with the district high ability coach to develop challenging activities and ideas to integrate into their classroom. In addition to this practice, Cedarville Elementary institutes a pull-out High Ability program for students in grades one through three. Students meet with a teacher on a weekly basis to work on problem solving, logic and reasoning, critical thinking, and hands-on activities to challenge and develop their cognitive ability. Communication is a focus for many of the lessons with the students. Engaging with others to observe diverse viewpoints, tactics, and problem-solving methods helps to

develop an understanding that there isn't just one way to attack a problem. The students are also delivered social-emotional lessons to help them better understand their gifts and abilities, and to develop empathy for others. High ability students also have the experience of taking two field trips organized by the district coach. The first trip gives them the opportunity to work cooperatively with students of similar abilities from other schools to be further challenged in creative hands-on activities. Gifted students also experience learning more about the world around them with a field trip to a local business. This trip is often an "a-ha" moment for many students as they see where their critical thinking skills can be implemented in the work place.

As with students that are working below grade level, formative assessment takes place on a regular basis in the classroom and may be exemplified by comprehension checks, question and answer, discussions, students writing on white boards, or with exit tickets. Anecdotal records are a key component to students working above grade level. As teachers formatively assess those students above grade level, they keep detailed notes on strengths and areas that could use improvement. This helps the teacher to tailor their instruction for students at their own level.

Summative assessments vary throughout the year. Kindergarten through grade two use the mClass DIBELS and Reading 3D programs as well as mClass Math at three benchmark points in the year. Grade 3 uses NWEA during the same benchmark windows to measure both reading and math. mClass Reading 3D and NWEA both allow for students to be assessed at a level unique to each student and we see high performance levels from students that extend to an eighth-grade level. Students are assessed every four weeks using the assessment called Scantron which is developed by staff. Students are asked questions about the lessons they have been taught in both language and math in the most recent month.

3c. Special education

Our special education department meets the diverse learning, emotional and physical needs of our special needs population using multiple research based programs and services. Consistent communication within the team of special education teachers and paraprofessionals, as well as with the general education teachers, is paramount to coordinate services and determine the needs of the students. They work in coordination with an outside mental health agency for specific students with social-emotional needs. TeachTown and Emotional ABCs are also used as instructional tools with students who need daily support with social skills and understanding of emotions and how to regulate them.

Our special education teachers use the Leveled Literacy Intervention (LLI) system to help students develop their literacy skills and foundations. LLI is a powerful, short-term intervention that provides daily intensive small group instruction which supplements our classroom literacy teaching. In addition to LLI, Phonics First (an Orton-Gillingham based program) and Linda-Mood Phoneme Sequencing (LiPS) are used to ensure students have a strong base of phonemic awareness and phonics. The use of multiple programs gives our teachers the resources to support students using different approaches, and provide them with additional ways to access the same skill. Math support is provided with a hands on approach. Students use various resources and tools in order to physically manipulate numbers and create an understanding of number sense needed to complete higher level skills.

Proprioceptive and vestibular input are met through sensory interventions to provide a sense of calm and comfort, helping children in learning to self-regulate their behaviors and ultimately improve focus. Cedarville has a dedicated sensory room with visual maps of equipment, tailored to each student's needs, along with a sensory path in the building to develop these skills. Students' needs are strengthened through occupational and physical therapy provided by the school district.

Special education students are assessed formatively on a frequent basis. This approach tends to be the most valuable with students with identified learning incapacities. Teachers use this consistent feedback to help guide instruction as needed. Running records are a large part of reading assessment for students in the special education program.

through grade two using the mClass DIBELS and Reading 3D programs as well as mClass Math. Grade 3 uses NWEA during the same benchmark windows to measure both reading and math. The students are given accommodations to meet the requirements of their individualized plans to help them be more successful. Special education students are also assessed every four weeks using the Scantron assessment. All of the mentioned assessments continue to be used to help guided instruction and to help teachers recognize which methods are working best to meet the needs of their students.

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

Cedarville has a low population of students with an Individualized Learning Plan (ILP). The needs of the students are met with both classroom interventions, as well as a weekly pull-out program with a district English Learner Teacher. The district interventionist does benchmark summative assessments to gauge the language gains for each student and to help direct instruction.

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

To meet the needs of our dyslexic population we have instituted both a universal and level one screener for students in kindergarten through grade two. Students showing characteristics of dyslexia in these assessments have the opportunity to work daily with an interventionist using the Orton-Gillingham approach. This approach was developed specifically to be used with anyone that had a language-based learning disability like dyslexia. We are training three additional teachers to implement this approach in their respective grade levels.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Cedarville takes great pride in providing an environment that is engaging to students. We have refined the approach to engagement over the course of Cedarville’s twenty-one years. While this has always been a focus, PBIS led us to cultivate our methods for reinforcing expectations. Our school has adopted the motto of “ROAR” to express our school’s expectations. Respect, On Task, All Heart and Responsibility became common values and language for students and staff.

In the development of this process our staff became unified and energized to continually motivate our students. ROAR is visibly displayed throughout the building on banners, signs, and spirit wear. It acts as a good reminder of our Cedarville culture. A series of Cedarville-developed public service announcement videos were created by students and staff to model expectations of procedures.

Included in the plan are our unique incentives which include “Commendable Cubs,” “Golden Commendable Cubs,” “Pizza Pals,” and end of year awards. Commendable Cubs are used as daily motivation by any adult in the building to “catch” a student doing the right thing. Students earning Commendable Cubs have a choice of small prizes each week. Golden Commendable Cubs are used on a weekly basis to motivate students to uphold their best attitude and effort. Golden Cubs are earned by one student in each classroom each week and their names are put in a drawing for end-of-semester prizes. Pizza Pals are another way for students to be honored for making good decisions and effort. They are rewarded with a pizza lunch with the principal. Many students are intrinsically motivated; however, we highlight academic achievement with awards at the end of the year with invited family guests.

Student motivation continues outside of PBIS and we coordinate school-wide celebrations of learning. These celebrations include but are not limited to Read Across America Week, Young Author’s Week, College Go Week, and the Kindness Challenge. Each of these celebrations educate the students on authentic practical skills while giving them the opportunity to be silly and have fun with learning.

2. Engaging Families and Community:

Along with engaging our students, Cedarville Elementary School uses a variety of approaches to engage our families and community. Communication is used on a consistent basis through Facebook, YouTube, Twitter, and our school website. Additionally, a school information system which provides emails and phone calls to all families is utilized weekly to celebrate and inform. Families are engaged in academics through our student management system, in which they receive weekly communication about grades. Parents also have access to monitor all student classroom work through the student management system. Administration and classroom teachers provide weekly newsletters that issue weekly lesson plans, school news, and classroom highlights. Teachers also make three positive contacts home each week. Articles are regularly written about school and student accomplishments or activities in the weekly East Allen Courier community newspaper with the intent of sharing reasons for all to rejoice together.

Safety Officers are an important part of the safety and security of our students and staff. As part of a district wide program, we invite First Responders to lunch on the first Friday of each month. First Responders enjoy a free lunch while visiting with our students and staff in the cafeteria. During Fire Safety month, we also bring in the local fire fighters, EMS workers, and their equipment for demonstrations and tours. This connection and gained comfort level with the Safety Officers of our community is vital to our young students.

The community plays a role in providing after-school enrichment programs in addition to our existing activities. Examples include dance, cheer, basketball, baking, faith-based, and science programs. Our building is inviting to our families and welcomes over sixty visitors a day to volunteer in classrooms or have lunch with their child. The connections with the community extend beyond our school day. Cedarville organizes several large public events which include a community carnival, a trip to a local professional

baseball game, a hockey game, a staff versus Harlem Wizards basketball game, and as hosts of a VEX Robotics tournament for more than twenty teams from across Indiana.

3. Creating Professional Culture:

Cedarville creates an environment of collegiality that values input and expertise from both certified and classified staff. This approach helps foster a culture where staff is valued and appreciated. This is evident through dedication, motivation, and results of student performance. Staff members are shown value in a variety of manners. On a weekly basis, teachers, their students, and other staff members are highlighted on social media through Facebook. These highlights may include photos of a dynamic lesson, celebrations with students, or honoring a staff member with praise. Many of our Cedarville staff members have been recognized weekly in the Fort Wayne newspaper column called “Teacher Honor Roll.” These teachers have been nominated by parents.

The Parent Teacher Organization (PTO) shows appreciation throughout the year. Their gratitude has been displayed through staff meals, treats in the lounge, volunteer time, organizing of parties, decorations, and a plethora of praise during Teacher Appreciation Month. Not only does the PTO support the staff with encouragement, they support Cedarville financially. Each year the PTO organizes the community carnival in conjunction with staff and businesses. The proceeds directly benefit our students. The PTO appropriates an annual budget for staff members to spend on classroom materials as well as providing a grant opportunity for teachers to fund special projects of their interest. The Kindness Club at Cedarville takes the opportunity to show appreciation for staff each week by providing them with “Room Service” in which the students provide refreshments for teachers each week. Staff members may nominate colleagues for district awards such as “Teacher of the Year” and “Golden Apple.” Staff are presented these honors at an annual district banquet.

Cedarville Elementary staff is continuously supported professionally. Each week, staff are afforded forty-five minutes collaboration time on Wednesday afternoons for planning, coordination, and authorship of their own choosing. Cedarville’s instructional coach provides multifaceted professional development based on district initiatives and teacher input. Topics include, but are not limited to curriculum, instructional strategies, technology, classroom management, and assessments. The building principal, administrative intern, and coach each observe certified staff and provide reflective feedback on their observations. As previously stated, Cedarville’s RTI2 team works to support teachers with students struggling academically or behaviorally. To further enhance their craft, teachers have taken the opportunity to team teach, which has evolved into teachers seeking out planned observations of each other. In addition, teachers are provided with other instructional resources such as professional books, district-led in-services, guest speakers, online professional development, podcasts, webinars, and conferences on an assortment of subjects.

4. School Leadership:

Our principal’s philosophy on leadership incorporates seeking input, followed by discussion with staff members. He is receptive to new ideas and approaches allowing staff to have ownership of their contributions and creating staff autonomy. As a small part of the conversation that takes place regularly, leaders from each grade level and department contribute to fluid communication between teachers and leadership through bi-weekly meetings. These meetings create the opportunity for more in-depth discussion of concerns from staff members about the overall function and operation within the school. Additionally, the principal disseminates some information through this avenue in an effort to have clean lines of communication without burdening all staff to convene and lose precious time.

In addition to grade level leaders, our principal is supported by an administrative intern, instructional coach, and a student assistive specialist. Our principal has mentored and entrusted these leaders with the responsibility of supporting him in leading the school. These stakeholders assist the principal with following through on policies, building a team atmosphere, and supporting the students and staff.

Leadership provides a reflective point of view that is fair to students, families, and staff alike keeping focus on student success. The principal is an active participant in monthly PTO meetings where parent ideas,

concerns, and questions are discussed. The meetings also provide a platform to consider community outreach programs. Leadership communicates with families through consistent personal contact and a school messenger system that allows for emails, phone calls, and texts to be shared with all stakeholders simultaneously.

With years of success under the school's belt, the principal uses this achievement to cultivate a culture of high standards and expectations in which staff consistently surpass. The passion that is emanated transcends the principal as the staff has embraced it as their own. This is evidenced by how veteran staff mentor new staff for quick adaptation. Everything listed above ensures the implementation of policies, programs, and resources to continue our high level of student achievement. Leadership's approach is people oriented, supportive, and encouraging. He ensures strong relationships, positive staff morale, community pride, and a commitment to all stakeholders.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Cedarville's success as part of the community has been established through the socio-emotional practice of creating a connection with our students. We pride ourselves on having a school that is a family-friendly, nurturing environment, that is goal-oriented, and most importantly, focused on our students as individuals rather than statistical successes. This practice helps to unify the teachers, family, and community to develop life-long learners that feel loved throughout their time with us in school.

This practice has been established through a display of expectations, routines, and interactions. On a daily basis, it could be observed that the students are connected with Cedarville staff. For our students, this connection begins on the bus ride to school each day where bus drivers greet the children and start their day on a positive note. It continues when students leave their vehicle and are welcomed into the building by an exuberant physical education teacher, a warm-smile from the librarian, and acknowledgement from the school resource officer, principal, and support staff.

Cafeteria staff interact with students as they eat their breakfast and lunch. Teachers welcome their students each morning with a smile, fist bump, handshake, or a hug. Students visit former teachers to say hello. Smiles develop, shoulders rise, and spirits are lifted as students feel the love coming from the staff at our school.

Evidence of this connection can be seen in our successes with students, or the many students that have "graduated" from grief, divorce, or anxiety groups with our counselor that leave feeling sure of themselves. Students display their feelings through such actions as colored pictures and birthday treats delivered daily for the office staff and principal. Parents send touching emails about the love their child so desperately needed at a difficult point in their life where the teacher filled that void. During morning announcements individuals can hear the cheers from hallways and classrooms for each other as students are recognized for accomplishments in and out of school. Giving love, affection, and attention isn't just part of our job, it's Cedarville's way.