

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 100 Chango Drive
(If address is P.O. Box, also include street address.)

City Ballston Lake State NY Zip Code+4 (9 digits total) 12019-9010

County Saratoga County

Telephone (518) 881-0520 Fax (518) 899-5971

Web site/URL https://www.shenet.org/chango-elementary E-mail rawsmich@shenschools.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. L. Oliver Robinson E-mail robioliv@shenschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Shenendehowa Central School District Tel. (518) 881-0610

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

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Naomi Hoffman
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

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

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

**Non-public Schools: If the information requested is not applicable, 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):
- 8 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 12 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	30	20	50
1	42	44	86
2	36	52	88
3	35	45	80
4	47	39	86
5	49	44	93
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	239	244	483

*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
 - 7 % Asian
 - 3 % Black or African American
 - 6 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5 % 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: 6%

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, 2020 until the end of the 2020-2021 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2020	483
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

6. Specify each non-English language represented in the school (separate languages by commas):
Spanish, Chinese, Russian, Kikuyu, Bambara, Panjabi, Yoruba, Lao, Polish, Tamil, Zulu, Turkish, Farsi

English Language Learners (ELL) in the school: 5 %
25 Total number ELL

7. Students eligible for free/reduced-priced meals: 10 %
 Total number students who qualify: 49

8. Students receiving special education services with an IEP or 504: 6 %
28 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>3</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>0</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>14</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. 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.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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	97%	98%	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 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.

The Chango Community will provide a safe and nurturing environment that promotes and celebrates the development of our students abilities, character, and creativity.

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

<https://docs.google.com/document/d/17AfINlohClqfecjM-nrxT8JezHS2a74rwz4PeMMOXHE/view>

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

Chango Elementary School is located in the northern part of the Shenendehowa Central School District and is home to over 480 students in grades K - 5. Over the years, Chango has evolved to meet the needs of an increasingly diverse demographic. Chango has students from rich, diverse cultures and backgrounds. This provides all students with a sense of our global society.

Chango provides a safe, caring and supportive environment. The teaching staff at Chango is a collective of educators who bring unique perspectives developed from their individual experiences. The faculty is cognizant, creative and supportive of all learners.

Chango's administration, faculty and staff make up a variety of committees that are designed to enhance student experience, education and safety. To name a few: Safety, Wellness, Character Education, Innovations, Cultural Diversity, Equity and Inclusivity and Shared Partnership are committees that meet regularly. Each committee is represented by a cross-section of individuals with a strong desire to collaborate and achieve common goals.

Chango has many extra-curricular and class activities, field trips and end-of-year award ceremonies. Our staff provides support for activities such as a Homework Club, Intramurals and the Summer Reading Program. In addition, Chango students have had the opportunity to visit the Mabee Farm Historic Site and Malta Theater. Chango also hosts numerous activities at every grade level including Science Fair, Fun Day, Storybook Celebration, Author's Day, Biography Night, Battle of the Books, Math Contest, plus Geography and Spelling Bees.

Chango is fortunate to have several community partners such as Hannaford Supermarket, Target, Round Lake Library, Round Lake Fire Department, Malta Rotary, CAPTAIN Community Human Services, and GlobalFoundries, to mention a few. Chango also has a very active and supportive Parent Teacher Association. Chango's PTA has provided snack boxes and craft packs for our classrooms and supports an annual Book Fair, as well as spearheading the Bike-to-School Program.

Chango has a long-standing character education program designed to encourage our students to display and identify good character traits. Chango's staff focuses on teaching and recognizing different character traits each month. In addition, our "Chango Cheetah Pride Shout Out" cards are a vehicle for students to be recognized for showing one or more of the following character traits: Safe, Responsible, Respectful, Citizenship/Thankfulness, Compassion/Tolerance, Reliability, Fairness/Friendship, Courtesy/Kindness and Pride/Perseverance. Also, an entire class can be recognized with a "Shout-Out" and earn a Chango Cheetah Pride Banner for the classroom.

While all New York State public school curricula are based on the New York State Standards, Chango's programs not only meet these standards but are robust and relevant to the real world, reflecting the knowledge and skills needed for future success. The expectation for math at the elementary level is to develop a strong understanding of number sense and operations through concrete representation, pictorial representation and strategies involving place value and properties of arithmetic. Each grade level also focuses on developing fluency in number facts. Our English language arts curriculum encompasses reading, writing, listening and speaking. Students are expected to master more complex material in these areas as they progress through the grades. Chango also provides a daily Accelerated Mathematics program for fourth and fifth-grade students, as well as a weekly Q.U.E.S.T. (Question, Understand, Experiment, Share, Think) program for academically talented fourth and fifth-grade students. In addition, content specialists teach art, music, orchestra, band, library-media studies, computer, and physical education. Each student in grades 2-5 is issued a Chromebook and our K-1 students have access to iPads in each classroom. At Chango, we are committed to and strive for excellence for all students.

Individuals with disabilities who receive special education services at Chango are fully integrated into our regular classroom settings. Each student has an Individualized Education Plan that ensures their unique educational needs are being met daily and to help prepare them for further education. Students are supported

by a multidisciplinary team that includes the classroom and special education teachers, support staff and related service professionals including speech and language, occupational and/or physical therapy services. This group strives to provide a continuum of academic intervention services to meet every student's needs in the least restrictive setting. Instructional services are data-driven and based on regular, ongoing and standardized summative assessments of students. Formative assessment is also used to monitor student learning and provide ongoing feedback to staff and students. When prior interventions have not resulted in the desired outcomes for students with disabilities, Chango's Committee on Special Education frequently identifies students as requiring more intensive support. Newly created programs such as Special Class Reading, based on the Science of Reading or daily resource room, help to ensure the students are closing the gap with their non-disabled peers.

Although the Shenendehowa Central School District is one of the largest school districts in New York State's Capital Region, our families, staff and students have created a warm, close-knit community within Chango. Students are our North Star and their success is at the heart of everything we do at Chango.

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:

The New York State Learning Standards serve as the basis for all instruction at Chango Elementary with an additional focus on equity, diversity and inclusivity as well as social-emotional learning woven throughout the instructional day. The Shen Learning Framework details the overarching philosophy to curriculum, instruction and assessment both in the Shenendehowa Central School District and at Chango Elementary School. All courses and grade levels have an articulated curriculum that is consistent across classrooms. The curriculum for each subject is designed with equity in mind, providing each and every student with full access to grade-level standards. Content and skills that provide lifelong benefit (e.g., critical thinking) are prioritized. Instruction is designed to emphasize high levels of engagement with a heightened focus on students actively participating in their learning.

Students in grades 2-5 have 1:1 Chromebooks and students in grades K-1 have iPads within the classroom. The technology helps students connect with the district's learning management systems and provides access to software including instructional videos to accompany specific lessons and resources, such as math fluency games.

Districtwide common assessments are provided for ELA and Math instructors. Chango Elementary teachers augment these assessments through math quizzes and additional hands-on activities. Data from common assessments are used to re-teach specific standards. Teachers have the ability to differentiate to meet the needs of individuals and small groups.

Chango Elementary has done exemplary work adapting to changing needs during the COVID pandemic. Teachers maintained high levels of instruction and engaged students and their families in a multitude of ways. As a result, student performance data revealed that continued gains were made relative to grade-level standards. Most notably, Chango Elementary teachers found creative ways to keep school fun for students with schoolwide programs, announcements, and outside-of-school events. The whatever-it-takes approach supported the whole child, which in turn fostered ongoing connections with the learning environment.

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

Curriculum in English Language Arts addresses four areas of literacy: reading, writing, speaking, and listening, as defined by New York State Standards. Instruction in the English Language Arts follows a developmental continuum. Primary students begin by developing their oral language skills as well as their understanding of the connection between letters, sounds, and print. As students master their ability to decode written text, they are guided to read more complex texts. Simultaneously, students develop their understanding of content, academic, and standard vocabulary while learning to understand story grammar and nonfiction text structures. A child's ability to read increasingly complex texts enables them to develop an understanding of the written word, while at the same time, supports their understanding of the world around them.

Students in grades K-5 are exposed to a variety of genres in "read alouds" that are used in whole class instruction as well as a range of instructional materials used for small groups and individual students. Primary grade students are introduced to foundational skills of phonics and phonological awareness to support their ability to decode written text. Materials used to support their learning of foundational skills include Heggerty, Foundations, and Geodes.

Students at all levels are supported with instruction in vocabulary and comprehension so that they become proficient readers who can make sense of what they read. A variety of materials including: a textbook series; digital magazines; print magazines; newsletters; and trade books, are used to address specific instructional

targets, exposing students to a wide range of text content and structures.

Student learning is measured through districtwide formative assessments and is used to focus instruction in the classroom with informed decision-making for differentiation. Summative data is gathered through teacher made assessments and is used to determine growth over time, while also ensuring that students are meeting grade-level benchmarks and mastering the standards. Students in grades K-5 are also taught to write in various genres and are assessed in three specific genres: narrative, opinion, and informational writing at specific times during the year.

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

Shenendehowa's curriculum approach to the teaching of Mathematics includes:

clearly articulated objectives;

rigorous expectations for all students;

developmentally sequenced concepts and skills aligned to state learning standards;

pedagogy grounded in research to optimally engage students;

a continuous improvement process through the use of evidence, and

a regular feedback and review cycle.

Math content progresses in three areas: fluency, concept development, and problem-solving. Being fluent with math facts helps reduce the cognitive load needed when tackling more complex problems. Conceptual understanding is built through the exploration of underlying structures, relationships of numbers, and the teaching of strategies. The ability to teach the skills of understanding equips all students to succeed. Shenendehowa strives to incorporate learning opportunities that require children to process information at higher levels, giving them tools to become independent learners.

Educators regularly access Year at a Glance documents that outline essential questions, standards, content, skills, vocabulary, mathematical practices, fluency expectations, and assessments, to be addressed at each grade level. Key instructional practices include problem-based learning, productive struggle, mathematical discourse, formative assessment, differentiation, and summative assessments. A three-step lesson format is utilized. Each lesson begins with problem based learning that involves productive struggle. Research has shown that giving students the opportunity to initially grapple with an idea, results in deeper conceptual understanding. Students engage in discourse and work cooperatively, learning from one another. They develop mathematical language, clarify understandings, see various perspectives, and construct arguments. During the second part of the lesson, all students receive grade-level direct instruction followed by many opportunities to practice the skill or concept working toward mastery. Formative assessments inform the third step of the lesson that provides differentiated instruction based on the exhibited needs. Students have many opportunities to apply their learning through problem-solving. The inclusion of low floor / high ceiling activities allows all students to participate and feel successful. Mathematical practices are embedded within lessons. Educators have access to numerous resources to implement the lesson which is outlined in this lesson plan template.

Instruction is enhanced through technology. Utilization of adaptive platforms for fluency building as well as concept and skill development, are two key components to the math program. Additionally, students have access to instructional materials through digital learning platforms. Educators use these in a variety of ways including independent work and additional practice, systems for students to self-check responses, supporting videos, and as a way to access learning when not physically present in school, to name a few.

In addition to regular use of formative assessments, every teacher utilizes common topic assessments and cumulative trimester assessments. These assessments are mapped to standards and the outcomes of each

item are recorded using assessment software. This allows us to generate powerful reports that can be used to inform instruction. This evidence collection also allows us to appropriately program for students to include intervention, as well as enrichment and acceleration. Additionally, we can use the data to evaluate our program and as part of the review cycle.

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

Science curriculum spans K-5 and is presented in four domains: Life Science, Physical Science, Earth and Space Science, and Engineering. New York State Science Learning Standards are fully implemented in Shenendehowa. Each unit incorporates the components of three-dimensional learning. Students apply science practices through inquiry-based investigations. They apply engineering practices by designing solutions to real-world problems. Cross-cutting concepts link domains supporting the construction of a solid schema for scientific knowledge. Units are based around a storyline that builds understanding. Each topic culminates in a performance that integrates the content and scientific and engineering behaviors learned throughout the unit. Students are assessed using a rubric parallel to state Performance Level Indicators. Core ideas are presented at multiple grades with increasing complexity. The science program is very engaging for students establishing a strong foundation for science concepts as they move through to graduation as well as opportunities to be curious, ask questions, and develop a love for science.

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

The Social Studies curriculum is taught in grades K-5 and is focused on the six core competencies as defined by New York State Standards. Students in all grades learn about social studies as: a field of study; culture; time, continuity and change; people, places, and environments; individual development and identity; and individuals, groups, and identities through engaging developmentally appropriate practices. These core competencies are addressed in four core units of study: people, geography, economics, and civics and government. Developing an understanding of the core competencies in social studies depends on multiple exposures of concepts over time. As such, students engage with these concepts each year as they develop a greater understanding of the world around them.

In grades K-2, social studies instruction is integrated with the English Language Arts curriculum using a program that was developed by a regional educational organization with input from teachers across New York. Students in grades 3-5 use a variety of print and digital media to support their learning. Students in all grades engage with multicultural picture books, poetry, and narrative texts that serve to enhance students' understanding of the core competencies. Student learning is assessed with a variety of teacher-made instruments to determine student learning and mastery of standards-based concepts. Traditional assessments including multiple choice and short answer responses are used to measure student learning as are rich integrated projects that students can complete independently or in small groups.

Students, depending on their grade-levels, have different opportunities throughout the school year to demonstrate their learning through exhibits, presentations, a wax museum, and a regions around the world event. Students are exposed and immersed in different cultural traditions around the world through the work shared from our Cultural Diversity, Inclusivity, and Equity committee. Some of the cultural topics learned about include Autism Awareness, Diwali, and Ramadan to name a few. These efforts are also supported by our PTA. PTA sponsored events include the Arts in Ed presentations about the Lunar/Chinese New Year and the Day of the Dead World Children's Virtual Museum.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Education of the whole child is made possible through a student's experience in other curriculum areas, referred to as "specials." All students attend physical education every other day and receive instruction in art, music, library and computer at least once a week.

In art class, students use a wide variety of mediums and techniques to explore self-expression. The art curriculum combines traditional elements and principles of art and also explores contemporary literary references and diverse contemporary artists. Students learn to understand and value the arts through the study of different cultures and master artists. Students will understand and effectively use the elements of art and the principles of design. They will be able to use this knowledge during the creative process and be able to verbally evaluate their artwork.

The mission of the Shenendehowa Elementary School Library Program is to foster a love of learning and reading. Driven by the Empire State Information Fluency Continuum, three standards form the basis for the essential skills and strategies students need to become independent readers and thinkers:

Standard 1: Using Inquiry to Build Understanding and Create New Knowledge

Standard 2: Pursuing Personal and Aesthetic Growth

Standard 3: Demonstrating Social Responsibility

Chango's Library maintains an open access policy which actively encourages creative thought, collaborative practice and intellectual exploration through both print and virtual resources. Chango's Library offers a dynamic environment with ongoing literature guidance; flexible book exchanges and research instruction and support for whole class, small group or individual learning experiences. The Library also promotes various programs that inspire students to develop a lifelong habit of reading for pleasure.

The Computer Lab is a fun learning environment where students learn to use the computer as a tool to access, generate, process and transfer information. Throughout their elementary experience, technology is integrated with curriculum, connecting common themes and applying them to other areas of learning.

General Music classes offer students an approach to musical experience which develops their skills, focusing on basic singing and reading activities. In addition to singing, students participate in listening, rhythm, movement, playing percussion instruments, composing, improvising, analyzing and evaluating. The music curriculum is geared to enable each child to experience all aspects of music's elements. Grades 1- 5 receive general music instruction twice a week. In addition, grade 3 students learn to use the soprano recorder to prepare them for orchestra or band. Students in grade 4 can participate in chorus and orchestra. Students in grade 5 can participate in chorus and band or orchestra.

The Physical Education Program promotes physical fitness and activity with a primary focus on creativity and fun. Students participate in various cooperative games, building their individual and team skills through a myriad of different activities, sports and areas of fitness. By working to develop the knowledge, competence and confidence in all of the students' abilities, it is Chango's belief that students will have a desire to participate in regular physical activity well into their teenage and adult lives. This active involvement will ultimately lead to an enjoyable, long healthy life and lifestyle. Physical Education at Chango includes instruction in the areas of fitness, development of movement and motor skills, coordination, cooperation and health. The program is designed to meet the needs of all students, regardless of interest or ability, with the main goal of helping them to reach their fullest potential to feel good about themselves, to deepen their knowledge of health enhancing behaviors and to engage in activities that help achieve physical, behavioral and social-emotional benchmarks needed throughout their K-5 transition years and to prepare them for middle school and beyond.

3. Academic Supports

3a. Students performing below grade level:

At the end of a school year, student data from report cards, district assessments and NYS test results are reviewed to help inform our plan for the upcoming year. We also invite students who are new to the district to the school over the summer break to collect information on their academic performance. Based on that information, we create tentative groupings for academic intervention services (AIS) for grades 1-5. AIS services in both reading and math are available to students. At the beginning of the school year, we collect additional data to determine if students' performance has changed over the summer break. In September, AIS groups begin for Tier 3 (high intensity) and Tier 2 (moderate intensity) students based on the data collected from the beginning of year benchmark assessments. At this time, students who have demonstrated borderline benchmark performance or inconsistent performance from the end of the previous year and beginning of current year, may be monitored by classroom teachers and AIS providers during the beginning of the school year. Kindergarteners are assessed at the beginning of the school year by classroom teachers and AIS providers to determine if students need additional support. Currently, our school only has half day Kindergarten, so academic support for Kindergarten involves a full day of instruction.

During the school year, teachers monitor students' progress and then provide in class support through re-teaching, small group instruction, using center activities to address skill deficits and using differentiated materials based on student levels. AIS providers work with students to provide instruction to address skill deficits that may exist from prior grade levels. Students within intervention services are monitored bi-weekly to determine if they are making adequate progress. Students who do not make progress are provided with additional supports, and if they continue to struggle, they may be referred to the Instructional Support Team, which is made up of Chango's school's psychologist, AIS providers, special education providers, classroom teachers, principal; and, at times, the counselor, ENL teacher, occupational/physical therapist, behavioral therapist and speech and language therapist.

The school data team meets each trimester to review student performance and progress and to determine if changes need to be made in regard to Tier 3 and Tier 2 AIS. Intervention services are fluid and change depending on student need.

3b. Students performing above grade level:

In the middle of the school year, students in Grades 3 and 4 are given the opportunity to take the Test of Mathematical Abilities for Gifted Students (TOMAGS) to determine eligibility for accelerated math in the following year. Historically, classes in Grades 4 and 5 have also been grouped to allow for acceleration and differentiation.

In regard to reading instruction, each grade level attends an English Language Arts (ELA) class weekly. This provides differentiated and accelerated support for students with different ELA skills. Within the classroom, teachers create book clubs, based on student abilities, to provide instruction at each students' level. During the school year, there is a "Battle of the Books" program where students are able to read books at different levels and then defend their favorites.

Students who qualify in Grades 4 and 5 may also participate in the (Question, Understand, Experiment, Share, Think) Q.U.E.S.T. program. Students in Q.U.E.S.T. work on thematic units of instruction designed to supplement and elaborate on the general curriculum. The goal of the program is to provide students with the opportunity to meet and exceed challenging learning standards in an interactive and hands-on classroom environment.

All students in Grades 3-5 have the opportunity to participate in a school Science Fair in the spring. This allows students to share with each other different interests and knowledge that they may have. For many students, it allows them to fully engage in an inquiry process.

3c. Special education:

Before the beginning of each school year, classroom teachers and special education teachers meet to review student Individualized Education Plans (IEPs) to help identify the best ways to support students within the classroom. Students who have been identified as needing an IEP through the Committee on Special

Education (CSE) process are provided with different services throughout the building. Within kindergarten, even when students have not yet been identified, a special education provider still provides push-in support during the day. In Grade 1, a special education teacher provides push-in support to the classroom to provide targeted reading, math and social-emotional support. In Grades 2-5, special education providers push-in to the classroom for targeted reading and math support and to support social skills. They also provide pull-out support for reading in the form of Special Class Reading. This reading group is designed specifically based on student strengths and weaknesses as identified by a variety of assessments (i.e. Phonics Inventory, Heggerty, Dynamic Indicators of Basic Early Literacy Skills Nonsense Word Fluency (DIBELS NWF), Oral Reading Fluency (ORF) and Gray Oral Reading Test (GORT). There are different types of Special Class Reading. One is designed for beginning readers who are still working on their decoding skills, and this is provided for Grades 2-5. The other type is designed around comprehension and supports students in their literal and inferential understandings of text. This is provided for Grades 3-5. Special Class Reading groups may also contain students who have not been identified as having a disability, but have similar skill deficits in reading.

Students with disabilities are also provided with different modifications throughout their school day. Some students may be provided with technology to assist with oral and written communication. Students may also be provided with testing modifications or daily work accommodations to support their learning in the classroom. Some students may also be provided with aide support during times that may be more difficult for them. They may also be provided with AIS services depending on their areas of struggle and what supports are provided in their IEP.

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

Within the school, English as a New Language (ENL) students are placed in the same classroom so that an ENL provider can integrate into each grade level (K-5) daily. Within the classroom, the ENL provider will collaborate with the classroom teacher to support their knowledge of student needs. The ENL provider will also co-teach writing and provide small group instruction within the classroom. In addition, an ENL provider will provide some pull-out support depending on the levels of the students within the grade.

The ENL teacher provides parental support through communication with parents. If translating is necessary, the provider will support that process and make sure parents/families are aware of changes to school procedures and protocols, which has been essential during the pandemic.

The ENL provider is a member of the Equity, Diversity, and Inclusivity Committee and has supported families and students in sharing elements of their culture with the rest of the school community. Students have found this to be a very rewarding and illuminating experience.

ENL students may also receive AIS services during the day. In Kindergarten, ENL students are given increased exposure to language through Extended Day Kindergarten (EDK). In Grades 1-5, students may attend AIS for reading or for math if they are demonstrating difficulties with academic skills in the classroom.

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

For students who are struggling socially, emotionally, behaviorally or economically, our school counselor provides support. The counselor pushes into classrooms to provide lessons for social-emotional skills. He also provides individual and small group support for students based on student needs. He also provides morning announcements at times to set students up for a successful day. He is also part of the school backpack program, which provides students with food for the weekend.

In addition to our school counselor, our partnership with Saratoga Center for the Family allows for an office in our school. They work with students and families as well to provide counseling services to students. At times, we have had students in our school who have temporary housing and it may not always be within our school district lines. However, under the McKinney-Vento legislation, we ensure that these students still receive a consistent education and do not have to transfer schools several times within one school year.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Chango Elementary strives to create an environment that fosters the academic and social emotional success of its students. Chango believes students flourish when they have a strong connection to their peers, school, staff, and community. From the moment students arrive, they are immersed in positive energy and a sense of belonging. Student engagement is further enhanced through programs and initiatives, including: book buddies, spirit days, clubs, school trips, community service projects, annual grade level traditions, character education and special events.

Chango provides and differentiates instruction to meet and support the diverse academic needs of all students. Teachers utilize a variety of instructional methods and data points to address the different ways in which students learn. Instruction is delivered through multiple modalities using large groups, small groups and 1:1 settings. Teachers recognize the importance of many learning styles and design activities including: visual, auditory and kinesthetic learning. Instruction is designed based on a variety of assessments and progress monitoring tools.

In the classrooms, teachers use questioning techniques requiring students to think beyond knowledge. In addition to academic engagement, our staff is consistently focused on students' social emotional growth. We infuse our Character Education curriculum into our school routines, such as celebrating our students with daily “shout outs” and monthly character recognition. Students learn how to navigate friendships, solve their problems productively and resolve conflicts effectively. The Chango team cultivates a positive behavior support system that aligns with Shenendehowa’s Code of Conduct.

Another cultural cornerstone of Chango is engaging with our community. Student Council encourages civic engagement through volunteerism and outreach including, but not limited to: fundraising, character express, and Veteran’s Day Meet and Greet. Student Council representatives are vested in holding leadership positions on the Chango Partnership Committee. College and career readiness are actively promoted through the Junior Achievement, Q.U.E.S.T. (gifted and talented), and Second Steps (social emotional) programs. Local companies such as Hannaford Supermarket, Stewart’s, GlobalFoundaries along with our PTA, regularly support and bolster the initiatives of the Chango community.

In response to COVID-19 and our transition to remote learning, Chango continued the momentum of providing academic and social emotional support for our children through the following services: counseling, speech, ENL, Special Education, Academic Intervention. Chango also provided education in the special area subjects of art, music and Physical Education, even in a virtual environment. Additional programs and presentations were delivered virtually, including field trips, talent shows and author visits, to further motivate and engage Chango students. Adaptive and responsive instructional decisions were made to foster a positive, purposeful and productive remote learning experience.

2. Engaging Families and Community:

If you ask someone to describe Chango, they often say it is a family. Chango’s long history of engaging families and businesses is one of many reasons for student success.

Parental involvement is key to student outcomes and Chango is proud to have a very active PTA. The Chango PTA holds a back-to-school BBQ, in addition to other traditional activities such as: dances, movie nights, a Monster Mash Trunk or Treat, a Holiday Shoppe, ice skating, ice cream socials, book fairs and a school banking program. In March, parents work with the PTA to lead the after-school enrichment program which offers classes such as: art, music, sports, STEM and cooking. The PTA hosts fundraisers to bring cultural activities and school-wide events to Chango. Most recently, the PTA started a unique program known as the “Bike-to-School Club.” Parents volunteer to bike with their children and accompany other student bike riders to and from school daily.

Our community business partners sponsor programs such as: Junior Achievement, Too Good for Drugs, Running Start (YMCA), Chamber Angels, Fire Safety Day and the Bountiful Backpack Program. The Backpack Program addresses food insecurities for our most at-risk students. It is supported by staff, food banks and monetary donations from the local community. Food is delivered to Chango every week and is then packed in discrete backpacks for specific students to take home for weekends and vacations.

GlobalFoundries, Inc., a leading global semiconductor manufacturer, created charities that gather applications for community grants on an annual basis. Chango staff members have applied for and been the recipient of many of those grants. These grants have allowed Chango to bring new technology, programs and supplies to our school. We have received iPads and Chromebooks for the classrooms, flexible seating, a sensory path, a new rock climbing wall, interactive whiteboards for classrooms and a school-wide program that brought in the Eric Carle Museum.

COVID-19 has created new challenges for our students, with mental health being at the forefront. Saratoga Center for the Family collaborates with Chango to offer its Student Empowerment Program. This program brings private mental health services on-site at Chango. The program provides students and families access to services they may otherwise not receive during the school day.

As a school, we are fortunate to have multiple resources to support Chango and look forward to fostering these community relationships for years to come.

3. Creating Professional Culture:

A school environment that supports and encourages teachers and professional staff is a top priority at Chango. To assist with this, the District provided and continues to provide a robust schedule of professional development and two Superintendent's Conference Days annually with programs geared toward faculty and staff support and professional development. During the 2021-2022 school year, more in-depth training, coaching and planning have been provided with technology and curriculum instructional materials. Support for social emotional needs has been provided through weekly mindfulness opportunities and school counselors.

The transitions necessitated by COVID-19 presented challenges that Chango worked through to provide our students with the best possible experience. In March 2020, the District pivoted to remote learning for the remainder of the 2019-2020 school year.

Reopening in the 2020-2021 school year came with the understanding that both some students and teachers opted for a virtual learning environment. The District provided a Summer Academy providing teachers three weeks to learn new ways of teaching remotely and practice leading a virtual or hybrid classroom. In addition, the first four days of school were delayed to allow teachers and staff to participate in professional learning communities for training in health, safety, social emotional learning, online learning best practices, using new technology platforms and proper grading in a new learning environment. Modeling and coaching were provided to help address any challenges with in-person, hybrid and remote learning. Significant support also came from the PTA, student families and school staff.

The district employed a tiered mitigation approach to a full return to school in September 2020, providing strong academics and an array of extracurricular and athletic offerings. Components of this approach included: face-masking, physical distancing, facilities cleaning and hygiene, contact tracing and quarantining, upgraded HVAC, the provision of food services, surveillance testing and vaccination access.

In addition, a major restructuring of the school year schedule occurred. Chango had a significant number of in-person learners and was prepared to shift to total virtual learning if the need arose. The school day was shortened to allow for additional planning time at the end of each day. The Teacher Induction Program also offered support with mentors. Guidelines were developed for best practices in hybrid and virtual learning environments and additional social emotional support was provided by school counselors.

The shift to distance learning created new challenges for our technology specialist. She was able to navigate

through, helping everyone with a virtual learning platform, digital resources, student device distribution, and many technological complications along the way. Administrators met frequently to assist our virtual teachers answering questions and problem-solving new approaches so they could continue supporting, educating and empowering all of our students.

4. School Leadership:

The leadership philosophy at Chango Elementary is one of collaboration and shared decision making. Every staff member is a valued, critical member of the team; and their contribution to Chango's collective goals is directly linked to Chango's success. The principal is cognizant of the strength of each team member and has worked to capitalize on those strengths and build a team with a collective vision and purpose.

Chango has a principal and 68 staff members serving over 480 students. The principal views her leadership role as one of service, support, and facilitation.

In addition to the Principal, the District administrative team includes Academic Administrators for: English Language Arts and Social Studies; Math and Science; Fine and Performing Arts; Special Education and World Languages and ENL. All of these stakeholders are supported by the Superintendent, Deputy Superintendent, Assistant Superintendents and Directors. All staff, instructional or administrative, are student-centered. Using our students as guides for decision making, the culture at Chango as well as the entire school district, fosters and supports student achievement.

The principal serves on the District's Policy Review Committee where scheduled policies are reviewed monthly. The District policies are the umbrella for school operations. Building resources, inclusive of purchases, professional development, initiatives, events and opportunities, are vetted through the eye of how the outcome affects student learning, experiences and achievement.

The principal supports teacher initiatives for innovations. Recent initiatives include working on the creation of an outside classroom space, a nature trail on school grounds, and reimagining the library. These initiatives are teacher-led with attention given to the outcome and experiences these initiatives will provide for our students. Recently, the physical education teacher secured a grant to fund a rock climbing wall in the gymnasium. Also, the PTA sponsored a two week experience for our students with the Northeastern New York Professional Golf Association (NENY PGA). A visiting PGA professional joined our PE teacher and provided students with beginning golf lessons. This opportunity included golf equipment, which will remain at Chango, so the initiative will continue annually.

The leadership team works to build a collaborative culture keeping students as our "North Star" and maintaining high standards for all students. Faculty, staff, parents and students serve on our Shared Partnership Team to help with decision making in areas of social emotional growth and community outreach. The principal maintains an open door policy and provides consistent communication through newsletters and electronic messaging.

The role of the principal has adapted recently due to the pandemic and the ever changing protocols and guidance. The Shenendehowa Central School District, inclusive of Chango, has been committed to providing in-person learning for students. This commitment requires the principal to focus attention on COVID protocols and mitigation strategies to help ensure students and staff are healthy and safe while in the building. Furthermore, students were provided remote learning while in isolation or quarantine, which requires all staff to be flexible, so students can continue to learn and grow while at home.

The shared leadership model of Chango has proven to be a successful way of utilizing the many skills and interests of our staff to enhance our overall academic program. The principal provides direction aligned with district goals and leads the day-to-day operations, however, the various teams led by school staff make our school a special, fun place for children to learn. The entire Chango team is motivated to enhance our students' experiences.

5. Culturally Responsive Teaching and Learning:

Chango Elementary School addresses the diverse needs and backgrounds of students, families and staff in a multi-faceted approach. Every year, Chango invites new families to walk through the school and participate in staff-led informational sessions to acclimate families to our school community.

The Equity, Diversity and Inclusivity Committee is a teacher-led building committee, which operates under the umbrella of the District Equity, Diversity and Inclusivity Committee. The work aligns with the district-level goals. This committee celebrates the differences among all of the diverse backgrounds, cultures, and learning styles within our school. Annually, a survey is sent to all parents and staff to inquire about their family traditions, celebrated holidays and other days of cultural significance. The committee invites parents, students and staff to be involved in a multitude of ways, including bringing in cuisine representative of their culture, sharing items of significance to their heritage and presenting information or pictures of their traditions and backgrounds. We partner with the World Awareness Museum to ensure community involvement regarding the history of various cultural traditions. Our latest initiative involved educating students and staff about the history and importance of Juneteenth.

The Chango staff has implemented virtual morning announcements that have a focus on cultural diversity. Part of each announcement video is read by a student in their native language with the English translation. We also include sign language in the announcements.

Chango contributes to “SHENsational”, a Districtwide festival in conjunction with the community celebrating various cultures through the arts. Children's books that include diverse characters are in all classrooms and our library, so students can see themselves and others through the “windows and mirrors” initiative. All classrooms include crayons that are designed to represent students’ various skin colors. We use the TalkingPoints technology platform which allows our teachers to engage with families who speak a language other than English at home. Also, every student in our school has been asked to record the pronunciation of their name which is then uploaded to their school record.

We celebrate students’ diverse learning styles by embedding teaching and learning opportunities throughout each day that consider the whole child. We have incorporated ADA compliant playground equipment, so all students are seamlessly included. We provide staff professional development to support students with social emotional and self-regulation strategies by using a consistent Social Emotional Learning Program throughout Grades K-5 and utilizing indoor sensory resources.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The one practice that has been most instrumental to the school's success is centering all of our work around students and operating within our Shenendehowa Learning Framework. The students are at the center. A quality instructional program promotes learning and a strong foundation for adult life. A focus on students includes ensuring safety, belonging, cultural relevance, and intellectual and social engagement. The foundation of our work is seeking out ways to ensure that our students will develop confidence, skills, and a love for learning that will benefit them into their adult lives.

In our school, we do this by taking the time necessary to get to know students, their needs, and their families. We work with many siblings throughout the years and families and students feel valued because teachers remember those relationships. Many teachers have been reached out to by former students when they are graduating high school, college, getting married, or even having children. We also have students return to the school and district as student teachers, substitutes, or full-time teachers.

When students start at Chango, they are asked to come in before their first day so teachers can get to know them a little better. Teachers take the time to be very thoughtful about class placements to ensure students are in environments where they will feel most comfortable and most successful. This is based on data but also based on knowledge of the socio-emotional needs of students.

During the school year, the student remains the focus. Teachers have discussions with families, other grade-level teachers, intervention teachers, and other collaborators in the building when they feel a student may need additional support or may have an additional challenge. As that student begins to prepare for the following grade, teachers consult again to determine what will be the best fit for that child in this transition.

As that student transitions to the next grade, to middle school, to high school, and beyond, they know that they are supported by their teachers and the other individuals at Chango. This practice of getting to know the whole child from the moment they walk into our school (or even before in the case of siblings or even children of prior students), is what catapults our school to success. It allows teachers to effectively use assessment and understandings of that child, to identify the most appropriate curriculum and content to be taught, and the most beneficial way to provide students with learning opportunities and experiences, which paves the way for current and future student success.