

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

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

School Mailing Address 4135 W Smith Valley Road
(If address is P.O. Box, also include street address.)

City Greenwood State IN Zip Code+4 (9 digits total) 46142-9006

County Johnson

Telephone (317) 887-4707 Fax _____

Web site/URL
https://www.centergrove.k12.in.us/Domain/720 E-mail rodmank@centergrove.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Richard Arkanoff E-mail arkanoffr@centergrove.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Center Grove Community School Corp Tel. (317) 881-9326

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 Mr. Scott Alexander
(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 2023 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 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
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 (2022-2023) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 9 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, 2022 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 Students
PreK	120
K	108
1	125
2	129
3	101
4	119
5	98
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	800

*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
 - 5.4 % Asian
 - 8.2 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75.3 % White
 - 7.1 % 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 2021 - 2022 school year: 15%

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, 2021 until the end of the 2021-2022 school year	30
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	81
(3) Total of all transferred students [sum of rows (1) and (2)]	111
(4) Total number of students in the school as of October 1, 2021	760
(5) Total transferred students in row (3) divided by total students in row (4)	0.15
(6) Amount in row (5) multiplied by 100	15

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

Kannada, Gujarati, Tagalog, Spanish, Hindi, Creole, Achinese, Punjabi, Burmese, Chin, Zopi, Telugu, Urhobo

English Language Learners (ELL) in the school: 3 %
23 Total number ELL

7. Students eligible for free/reduced-priced meals: 25 %

Total number students who qualify: 200

8. Students receiving special education services with an IEP: 27 %
Total number of students served 215

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 should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>29</u> Autism	<u>1</u> Multiple Disabilities
<u>3</u> Deafness	<u>7</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>25</u> Other Health Impaired
<u>90</u> Developmental Delay	<u>28</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>161</u> Speech or Language Impairment
<u>3</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>2</u> Intellectual Disability	<u>4</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 2 %
Total number of students served: 16

10. Number of years the principal has been in the position at this school: 3

11. 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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	34
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	31
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

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

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	94%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

14. **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 2022.

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%

15. 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.

16. In a couple of sentences, provide the school's mission or vision statement.

At Sugar Grove Elementary we are empowered learners who use courage, respect, and collaboration in all we do.

17. Provide a URL link to the school's nondiscrimination policy.

Hiring: <http://go.boarddocs.com/in/centergrove/Board.nsf/goto?open&id=CNEFX4413243>

Student Harassment: <http://go.boarddocs.com/in/centergrove/Board.nsf/goto?open&id=CL2RZ27037AA>

18. **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

Since 1883, Center Grove Community School Corporation (CGCSC) has been the heart of the White River Township community in northeast Johnson County, Indiana. The township, 20 minutes south of Indianapolis, is unincorporated with no city or town to unite its residents. Yet it is one of the fastest growing communities in the state. That growth is largely attributed to the lure of our school district to growing families who want the best education for their children. Sugar Grove Elementary is proud to be home to more than 700 of those students.

Center Grove's district vision is that all students receive an exceptional educational experience. At Sugar Grove, we ensure our education meets that vision by empowering our learners to use courage, respect, and collaboration in all they do. Our students display this vision daily through their hard work, positive attitudes, and collaborative experiences in the classroom. We believe that our collaborative relationships within our learning community can inspire our learners to reach their personal and academic excellence.

As with many growing schools, Sugar Grove Elementary has encountered significant changes in the last seven years. We have increased our student population by adding the district's Developmental Preschool to our building. Our Preschool enrollment has more than tripled in the last 10 years, while our K-5 enrollment continues to grow each day. Throughout this growth, we have worked diligently to create an inclusive learning environment for all students whether they are just beginning their school career at three years old or getting ready to graduate from our building to head to middle school. As our district has worked to redistrict and balance each of the elementary schools and their enrollment, our students and staff have had to adjust. While we have become confident and comfortable with our continual growth, our world stopped turning with COVID.

Sugar Grove knew that we could not stop when the world shut down. We had to find a creative way to engage our learners. The district offered a virtual instruction option, which many students took part in during the first semester of the 2020-2021 school year. We quickly saw an increase in our class sizes and student population when many students returned from virtual instruction in January of 2021 to become part of our in-person instruction again. We were determined to fill the gaps and reengage students in the social aspects of a world that wanted none of that to happen. We kept our distance, wore our masks, and our teachers took advantage of every unique opportunity they had to keep our students as the first priority.

During these last three years, our families have endured some very difficult situations of lost jobs, lost family members, unstable financial situations, and uncertain futures. We have continued to come together as a Bulldog family to push through and provide the best learning environment for our students. In the 2021-2022 school year, we heard from our parents and knew they wanted to be involved in their child's learning. They wanted to be in the schools but we knew that was not possible. All of our events were canceled or moved to virtual. We needed to think of new ways to get our families to school. We started with a drive-thru October Fest. Our staff lined the parking lot and passed out candy for hours to cars full of smiling faces. The main roads that surround our school were impassable because the line waiting to attend our event was so long. That was when we knew the love our community has for our schools and the importance of finding a way to safely and creatively bring everyone back together.

We started by going into our local neighborhoods to meet our students and families where they are. We created an event in a local apartment complex to connect our local resources with the families who live there. We wanted them to understand and have access to everything that they need to be successful during the school year. Our staff is eager to partner with parents to create the most accepting and successful environment for all students.

We have continued to teach our staff about how we, as teachers, must take care of ourselves in order to take care of our students. We have studied the book "180 Days of Educator Self-Care." We want to ensure our teachers have all the tools they need for themselves because they cannot pour from an empty cup. After helping our staff reach a great place of caring for themselves, we started working through the book "What Great Teachers Do Differently." Our leading thoughts and ideas were that we never want to just meet the

status quo, we want to continue to be great for the students who walk through our doors. Right now, our staff is learning more about Restorative Practices, so that we can teach our students how to be the best version of themselves.

Sugar Grove is an amazing school that holds all of our students to high standards while finding the balance of knowing when we need to go slow to go fast. Our staff is continually growing and improving our instructional practices so that we can help our students to continue to grow. We are a family. Once you are a Bulldog you are always a Bulldog.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Sugar Grove Elementary school is a Professional Learning Community (PLC) that operates with a guaranteed and viable curriculum. All students have an equal opportunity to learn curriculum regardless of the school or teacher they have been assigned (guaranteed). Additionally, we provide our students with a curriculum that is doable within the school year allocated to learn the content (viable). We believe that all students deserve the opportunity to learn at high levels.

Our PLC embodies the three pillars of Collaboration, Results Orientation, and a Focus on Learning. These pillars are the engines that run our approach to the design of curriculum, instruction, and assessment. The products in action in the classroom are the results of building and districtwide responsive and dynamic collaborative work. Sugar Grove teachers and PLCs are key stakeholders in the bigger system. At least annually, teams of teachers at the district level review state testing and local data in addition to standards revisions in order to develop curriculum guides, essential learnings (i.e., power standards), and proficiency scales.

Literacy instruction is a large part of students' day since it is a foundation to access all other subjects and learning at high levels. Separate times for Reading and Writing are allocated in the master building schedule. Similar to Math instruction, each teacher utilizes curriculum guides that are designed around essential learnings for Reading and Writing. The Instructional Snapshot outlines structures that are best practices for organizing instruction in Reading (Shared Reading, Interactive Read Aloud, Reading Workshop, and Phonics/Word Study). To support implementation of best practices across the reading block, teachers use the core resource of Scholastic Literacy. Currently, teachers are also piloting University of Florida Literacy Institute (UFLI) Foundations in K-2 for implementation in the fall in order to fully meet best practices in decoding and word reading skills. Additionally, our teams continue to implement and develop a deep knowledge base of Science of Reading practices. Recently, K-2 PLCs demonstrated the pillar of a Focus on Learning by participating in a book study with author Kari Yates (Shifting the Balance: 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom).

In response to data, Writing instruction has been a heavy focus for our PLC. Sugar Grove follows the essential learning guide and also identifies additional skills students need in order to write in response to reading. The Guiding Coalition team designs many best practice strategies to supplement the Instructional Snapshot and core program Units of Study in Writing (Calkins). Instructional practices on the snapshot that are implemented during writing time include direct instruction (mini-lesson), small group instruction, specific feedback, and shared writing.

Students are assessed multiple times a year with norm-referenced assessments (NWEA and Aimsweb). Sugar Grove utilizes a robust data team process to identify student needs and provide targeted intervention. In addition, teams cycle through units in essential learnings with formative and summative assessments designed to align with each proficiency scale.

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

In Math instruction, teachers utilize essential learnings, as identified by district-level collaborative teams to drive content delivery. Essential learnings are selected based on endurance (students will need to understand the content at deep levels for a long time), leverage (the content has interdisciplinary value), readiness (prerequisite content students must have in order to progress to the next levels), professional judgment, and standardized assessment weight (high priority on testing blueprints and/or performance of the district on the standard). To support the instruction of essential learnings, teachers utilize the district-adopted resource, Savvas Math. In delivery, teachers are guided by the Instructional Snapshot. The snapshot outlines best practices that should be seen every day in the classroom. The instructional coach supports these

practices daily through individual coaching cycles and instructional rounds where teachers are able to visit the classrooms of colleagues to observe and discuss effective teaching.

PLCs develop formative assessments that occur throughout each essential learning unit. Assessments are developed with a proficiency scale as an anchor. The proficiency scale clearly outlines the expectation for mastery in each essential learning. Each PLC meets weekly to review progress and share strategies for students. They answer the questions, “What do we want students to learn?” “How will we know when they’ve learned it?” “What do we do when students don’t learn it?” and “What do we do to enrich students who have learned it?” These questions drive the conversation around assessments, strategies, and practices. Before the unit begins, summative assessments are designed to be administered at the end of the unit. However, they are not truly summative because teachers continue to intervene and teach the skills that students have not yet mastered. So even most summative assessments are actually formative in nature. Additionally, students utilize proficiency scales in student-friendly language to gauge and track their own progress towards mastery.

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

Sugar Grove teachers understand the importance of intentional knowledge building in content areas, and therefore there is a separate time in the master schedule for students to engage in science topics. Teachers are supported in implementation of hands-on activities by the adopted resources of Nat Geo and Savvas elevateScience. Additionally, students are able to visit a district Innovation Center to engage in higher level thinking tasks that propels project-based learning in the classroom. The district STEM coach is available to work with Sugar Grove teachers at each grade level to develop lessons which align with curriculum standards. Additionally, our teachers partner with the Tech Lab paraprofessional to integrate Computer Science standards. The essential learnings are developed through careful analysis of topics from the state standards for each grade level. Grade-level PLCs develop formative and summative assessments to assess knowledge in the essential learnings.

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

Building background knowledge is pivotal not only for understanding social studies content but also for reading comprehension and fluency. Sugar Grove teachers engage students in Social Studies learning based on the Indiana state standards. They utilize the resource, myWorld (Savvas), to implement best practice strategies such as chunking content and using previewing strategies. Teachers develop informal quick checks to assess student progress as well as unit assessments to guide next steps in instruction.

1e. For schools that serve grades 7-12:

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

Sugar Grove Elementary is fortunate to provide an exceptional learning experience for our youngest learners through our preschool program. Our preschool teachers are constantly working to better understand the curricular needs of their students. When the state of Indiana switched to the iSprout assessment, as a district we realized that we need to better align our curriculum to meet the needs of our learners. As we worked to find the right resource, we decided on using Connect for Learning, a tool that is aligned to the Indiana Standards for Early Childhood. As we chose Connect for Learning, we also liked the Social and Emotional Learning component that was aligned with the curriculum. We felt that this provided our students with a new level of instruction that was missing previously. Our teachers also use the supplemental resources of Lively Letters and Handwriting Without Tears.

As our preschool program has continued to grow, it was determined that we would utilize a tiered level of support for students. Our tiered level of support allows our teachers and support staff to be very intentional with the support that we provide for our students daily. We are able to better prepare our students for the elementary classroom and create an environment for a successful transition. Our preschool teachers use

ParentSquare to communicate daily through newsletters, pictures, and progress to help parents feel as if they are right there in the classroom with their students.

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

At Sugar Grove our kindergarten-fifth grade students have the opportunity to participate in visual arts once per week during a 50-minute block of time. Through intentional instruction our students learn about origins, traditions, and processes of art so that students have a full understanding of the background of the work that is being done in the classroom. Our Art Teacher works to create an environment that students can learn about art concepts, cultures, and artists that are popular amongst the visual arts community. Our student work is then displayed in multiple places throughout the school building to celebrate students growth and progress in the area of visual arts.

Our students also spend time weekly learning through our performing arts classroom. Our teacher creates lessons and activities that promote a comprehensive and cohesive program to develop music literacy for all students. Our students study different genres, musicians, instruments, and dance as they take the time to learn. They are provided opportunities to create, perform, respond and connect to music both independently and collaboratively.

By allowing our students to participate in both visual and performing arts on a weekly basis, we are promoting 21st-century skills of critical thinking, problem-solving, collaboration and adaptability. We are preparing our students to explore and experience a variety of non-academic content areas that they might not have otherwise explored.

2b. Physical education/health/nutrition

Students at Sugar Grove are provided an opportunity to participate in 50 minutes of weekly physical education instruction. Our physical education program is developed to build the foundation for understanding a healthy lifestyle that includes a well-balanced diet and physical activity. Our teacher works to promote a healthy, productive, and physically active lifestyle in all the students by introducing them to a well-balanced exercise routine each instructional time together. As a building we partner with the Kids Heart Challenge that develops an awareness for what makes a healthy heart, and how to maintain that healthy heart. We are lucky to have the privilege of being a part of our students' life-long journey of a healthy life.

2c. Foreign language(s), if offered (if not offered, leave blank)

2d. Technology/library/media

We are very fortunate to be able to have our students experience a Technology Lab every week for a 50-minute period. Our students learn basic computer skills, typing, and digital citizenship. Our Technology Lab is a place where students learn how to utilize online resources appropriately, practice within our Learning Management System, Canvas, and gain confidence in how to compose an email with an introduction, body, conclusion and a signature.

Our students have the opportunity to participate in the Library with Social Emotional Learning (SEL) lessons each week for 50 minutes. Starting in school year 2021-2022, Center Grove Schools created Social Emotional Learning Special rotation to provide explicit instruction. Students K-5 receive explicit instruction on SEL skills two times a month by an SEL counselor. Our SEL Counselors are either licensed school social workers or licensed school counselors and have created the curriculum to support SEL development in addition to our Indiana Employability Skills. The lessons focus mainly on the skills of regulation,

connection, and collaboration. Each skill has been defined by the State. Regulation refers to one's ability to recognize and navigate emotions, feelings, cognitions, and behaviors during challenging situations. Connection demonstrates one's ability to network with others through social awareness and cultural sensitivity, whereas collaboration shows oneworks well with others in a team.

Each lesson outlines what skill/competency is being addressed in addition to student statements to encourage student ownership of their learning. Each lesson also has a teacher and guardian extension to help foster cross environment development. All lessons are posted on our website for families and other stakeholders.

Over the past year and a half Center Grove has hosted family nights that focus on SEL in order to encourage family partnership.

2e. Any other interesting or innovative curriculum programs you would like to share

3. Academic Supports

3a. Students performing below grade level:

At Sugar Grove Elementary, we function as a Professional Learning Community (PLC) that allows our teachers to meet weekly to look at data on specific content being taught in the moment, and how to support students that are not showing mastery on quick check data and post-tests. Our teachers then develop a strategic plan to support small groups of students through our Response to Instruction (RtI) time that is built into our daily schedule. Teachers utilize targeted and intentional instructional strategies to meet the needs of each of their students during this RtI time. Our teachers also utilize the Learning Continuum within the NWEA system to identify and support specific lagging skills that students have that might be hindering their ability to make adequate progress on a specific skill or content area. NWEA can be linked directly with small group instruction in the classroom, as well as additional support on IXL for additional practice in specific areas.

We also use universal screening data from Aimsweb, NWEA, and Guided Reading Levels to identify students that need additional Tier 2 support in the areas of Reading and/or Math. As a school, we host regular data team meetings following universal screenings to discuss students that performed below grade level to determine the appropriate Tier 2 intervention for each student. After students have received an intervention for approximately four weeks, our data team does a check-in meeting to check for student progress. If students are not making adequate progress on the intervention, we determine as a team what our next steps will be and what the next appropriate intervention will be for that student.

3b. Students performing above grade level:

As a school district we identify students that are academically excelling in one or both areas (Math and Language Arts) by using the CogAT assessment in kindergarten, second grade, and fifth grade. Once this assessment is given, and secondary data are collected, students are identified as High Ability in the corresponding academic area, and they are placed into a specific classroom the following year that will be able to teach the grade-level content while taking that instruction and content to a deeper depth of knowledge and into the next grade level of standards. Once students that are identified as gifted enter third grade, they are invited to attend our Extended Learning Program. This program is located in two different elementary schools in the district and extends students learning to the next grade level and beyond.

For students that do not qualify for the Extended Learning Program but are still showing mastery of grade-level content quickly, teachers are intentional with extending learning within their own classroom through small group instruction, project-based learning activities, and RtI activities to increase the depth of knowledge and understanding for students. Our Teachers utilize the NWEA learning continuum to help

determine the academic areas that students are ready to learn, and where the next step in instruction needs to take place for students that are continually performing above grade level.

3c. Students with disabilities:

At Sugar Grove Elementary, we place an emphasis on supporting our students through specifically designed instruction. Our desire with specifically designed instruction (SDI) is to determine what is special about special education. What makes this support different from every other support we provide for students is that we meet our students' needs through individualized instruction, goals, and accommodations. The SDI provides additional reteaching opportunities, along with Tier 2 supports through our RtI program, and additional Tier 3 supports for each student.

As a special education department and school team, we are always reviewing our interventions and determining which interventions, supports, and services best meet the needs of each of the lagging skills of our students. We spend a lot of time diving into data to make sure the services, interventions, and supports we are providing are creating an environment for growth for our students. If we are not seeing growth, we make immediate changes and shifts in our SDI to meet the needs of that student.

Our Special Education Teachers have also recently been trained to utilize Goalbook. This program allows our teachers to determine lagging skills, find an appropriate goal, and utilize the assessments within Goalbook that align right with the goals. This tool has been helpful in learning and growing for staff and students.

3d. English Language Learners:

A licensed English Language Learner (ELL) teacher coordinates support for each ELL student through an Individual Learning Plan (ILP). The ILP describes the student's areas of strength and weakness in four domains: listening, reading, writing, and speaking. WIDA ACCESS test results are used to update the ILP annually. Specific accommodations and scaffolds that will support each learner in progressing to the next language level are also included in the ILP. ELL teachers review student ILPs at the start of the year with all homeroom teachers and parents. Center Grove provides training in SIOP (Sheltered Instruction Observation Protocol) for teachers and focuses on the WIDA English Language Development standards and the "Can Do Philosophy" in our ELL programming. After students earn a proficient score on WIDA, ELL teachers continue to monitor student progress for two more years. If concerns arise during the monitoring period, a student may be screened again to determine whether or not they should enter services.

3e. Other populations, if a special program or intervention is offered:

At Sugar Grove Elementary and in Center Grove Community schools, we provided special support and opportunities through McKinney Vento which provides support for families who are experiencing homelessness. This means that they are lacking fixed, regular, and adequate nighttime residence. This has proven to look very different for each family here at Sugar Grove. Our McKinney Vento program allows us to provide these families with transportation at no charge to them so that our students can remain in the same school, despite their nighttime residence location. This program also gives these families and students access to our McKinney Vento Liaison, who has experience in connecting families with community resources that they may need. This can include but not limited to food banks, financial assistance (utility, rent, etc), housing assistance (section 8, etc.), mental health support options, and physical health supports.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Sugar Grove Elementary is committed to student-centered instructional practices that promote purposeful learning initiatives in all areas of academics. As educators and school professionals, we believe that in order to develop and maintain an active learning environment for our student scholars, a significant instructional impact can be made when emphasis is placed upon the building of connections between one's prior knowledge, new experiences, and conceptual understandings. As such, active learning initiatives have been developed to build upon our students' current understanding, make that understanding explicit, and then continuously create opportunities for all student learners to integrate new knowledge with that of their prior understanding(s), by creating an instructional memory. Through collaborative, instructional efforts, Sugar Grove Elementary teachers seek to engage all learners to think and engage with instructional concepts/skills through learning, applying, synthesizing, and summarizing academic material into that of hands-on activities and thoughtful class discussions. By engaging students within these types of memorable learning initiatives, we continue to invite our scholars to recall upon given academic skills that were introduced or taught through the involvements of specific hands-on activities. This example of active learning helps students reflect upon their understanding through the encouragement of making connections between their prior knowledge and that of new curricular concepts that are associated with memorable academic moments. These same active learning initiatives allow our educators to gauge the level of explicit learning that is being taught and retained by students through such memorable, teachable moments. That being said, at Sugar Grove Elementary School we view student engagement as a critical component that significantly impacts the overall level of growth that is achieved by all levels of academia. When students display high levels of behavioral, emotional, and cognitive engagement, they are more likely to excel academically, form a stronger sense of connection with their school living-learning community, and have a more positive sense of social-emotional well-being as young student learners.

2. Engaging Families and Community:

Sugar Grove Elementary recognizes that our students have an entire life outside of the walls of the school, and if we aren't connected to their life outside of school they will not be connected in school. We are constantly working with our families to learn how we can learn and grow as a school daily. We take feedback seriously and make changes immediately. As a school we host many family events throughout the school year. We have connected with local businesses and host resources fairs that allow our families access to T-Mobil, Mental Health services, and free internet. We want our families to know that we support their needs outside of the school building as much as we possibly can. As a school we make and send cards to our Military Personnel stationed overseas, and we adopt Christmas Angel's to ensure everyone has a great holiday experience filled with joy. We recently partnered with retired teachers and other community members to create a mentorship program within our school. This opportunity has allowed for several students within the building to have an adult mentor that is not their teacher to get the day started on a positive note. They play games, read to each other, and just provide another safe person for the student to talk to each time.

We are fortunate to have an established and committed Partners in Education (PIE/PTO) organization that actively works to provide for our students and our staff on a daily basis. Our PIE parents can be found in our schools on a weekly if not daily basis. They host Fun Run events, parent nights, Book Fairs, and parent volunteers for any events that are hosted during the school day. Sugar Grove's Principal and the PIE board work closely together to make sure that we are fiscally responsible with the funds raised during events, and that they are utilized to directly support students and teachers. We host monthly meetings that are open to all families to attend so that any parent can participate and engage in the activities that PIE organizes and supports.

Sugar Grove Elementary success is a direct result of the involvement of our parents, community members, staff and students. It is an active partnership that makes us better every day.

3. Creating Professional Culture:

Center Grove Community School and Sugar Grove Elementary function as Professional Learning Communities (PLCs), where our teachers strive to learn from each other to understand how student data are used to drive our very best instructional practices. Each week during our Early Release Wednesdays our staff comes together as grade-level teams to dive into student data, staff instructional practices, and answer the main questions of a functional PLC. As our teachers are digging into our own professional growth, our data are a reflection of that growth. In partnership with our Instructional Coach, our teams find common areas that need improvement, and professional development opportunities are provided to improve teacher practice and skills.

As our Guiding Coalition Team dives into data each summer, we pick targeted instructional areas that we find as a whole school need for improvement, we develop a model for professionally developing our teachers so that it can then impact our student learning. As a school we also work to write individual professional and personal goals for the school year. Once the administration has an opportunity to look through those goals, it finds ways to support the personal and professional goals that our staff set. We provide individual opportunities for learning, Instructional Rounds for best practices, and professional development that is available to anyone. We find the importance of teachers setting their own personal and professional goals. When you are invested in your goal, you are more likely to work towards setting that goal. If you don't see the value or don't feel voice in your goal it is harder to keep the motivation moving forward to meet that goal.

Sugar Grove Elementary Administrative team continues to provide short and simple professional development weekly in the form of a weekly email update. Each year the focus is different, in the past three years the professional development has been on self-care, team building, classroom management, behavior management, and video/book study around specific instructional practices (writing, reading, math). Each week a video, an article, or action steps are provided for teachers to learn and grow in the targeted area.

When the teachers at Sugar Grove Elementary have the right tools at the right time, we are successfully improving our own teaching craft. When we are improving our teaching craft we are directly impacting the growth and development of our students. We have seen that our teachers are invested in the learning of each student, and will go to great lengths to learn how to support all learners. Each and every day we gain a great understanding of what our students need and we learn how to meet that need and make the appropriate changes. We are constantly changing to meet the changes of the students that are in our classrooms today.

4. School Leadership:

Sugar Grove Elementary's leadership philosophy is centered on student-centered decision making that is transparent and focused to ensure that all students can learn. Our administrative team consists of one principal and one assistant principal. We believe strongly that the voice of the teachers is important in student learning, because they see our students in action every single day. In order to provide that voice for our teachers we have a team that focuses on our academic growth and development (Guiding Coalition), a team that focuses on the safety and well-being of our students (Safety Team), a team that focuses on the character development of our students (PBIS Team), and a team that focuses on the day to day function of the school (Leadership Team). The principal and assistant principal empower each of these teams to have tough conversations within our meetings, question current practices, provide strategy information, dream to do better for our students, and begin putting those into action in our classrooms. The teams each have an obligation to be change agents for their respective teams, and to share information with their team members.

Our Guiding Coalition (GC) consists of the administrative team, Instructional Coach, Title I Teacher, special education teacher, grade-level teachers, speech and language pathologist, and a specialist teacher. In the spring of each school year, our GC team begins to determine the goals for our team for the next school year. As we meet every other week, we bring ideas, eliminate ideas, and find the ideas that are going to impact the most teachers and students before moving forward. Over the summer we meet to refine and define what those goals should look like and how we professionally develop each of our teachers to meet the needs of our students. This work is important and impactful. When the school year starts, our GC team leads

professional development and the “why” for our staff, and then the real work begins. We implement, reflect, implement, reflect in that order for the rest of the school year. This team is the leader in changes for the building and monitors that our practices within their own classrooms align with the vision and mission of the school. If we cannot commit to student centered decisions that are available for all students, then we go back to the drawing board to try again. This team determines our academic path and whether we are on track to support all students.

The Leadership Team consists of the administrative team, instructional coach, special education teacher, grade-level representative, and a Special Teacher. Each month when this team meets, we work to provide unique opportunities for our students. This team, in conjunction with our assistant principal, worked to provide our students with an incredible opportunity to have an author come to our school. This team provides the schedule, special opportunities for students, and ensures that the daily function of the school aligns with our goals.

Sugar Grove’s Safety Team meets every month to discuss the safety and well-being of our students. This team is comprised of the administrative team, a grade-level representative, special education teacher, special teacher and a Center Grove Police Officer. This team continues to find areas of improvement within our vision and mission to make sure that we are meeting the physical, social and emotional needs of all of our learners every single day.

Sugar Grove’s PBIS team consists of the assistant principal, a grade-level representative, special education, and a special teacher. When this team meets each month the goal is to create a positive school climate for students, staff and families. This is accomplished through regular book studies, character education, and positive behavior support. This team is instrumental in helping the school be proactive and mindful of recognizing our students for going above and beyond in meeting our Bulldog Expectations daily.

Sugar Grove Elementary is a collaborative environment that allows for all staff to have a voice in the optimal functioning of the school and creates an environment where staff and students want to be each day.

5. Culturally Responsive Teaching and Learning:

At Sugar Grove Elementary, we are empowered learners who use courage, respect and collaboration in all we do. Our building vision statement reflects the commitment we’ve made to ensure that all students and staff feel valued for their uniqueness and are encouraged to speak up as well as listen to one another with respect. We strive to foster a climate of cooperation by being intentional with our actions and initiatives.

Our PBIS (Positive Behavioral Interventions and Support) team, comprised of representatives from each grade level, administration and counselor, meet monthly to reflect upon and discuss any concerns that may impact our vision. Our monthly agenda includes three main focus areas: character education, diversity/equity/inclusion and the expectations for students and staff. We learn together by participating in studies related to strategies focused upon supporting students with diverse backgrounds and needs. Character Education is an important component of our building culture with each month emphasizing a specific character trait (ie. Effort, Acceptance, Leadership, Caring) that is highlighted daily during morning announcements, class discussion and student celebrations. We invite staff members to present on topics such as restorative practices, implicit bias and acceptance to increase awareness of the diversity within our community and advocate personal and collective responsibility. PBIS team members also share resources with our entire staff - including videos and brief biographies of individuals who exemplify the monthly character traits and are intentional to represent diverse populations to increase cultural awareness and promote inclusivity.

Relationships are a priority for Sugar Grove Elementary staff and students. We are intentional with our daily instructional schedule so that each grade level has a designated block of “Community Time.” Students learn how to engage in respectful dialogue with peers and listen to other perspectives. Teachers often prompt with a question of the day, lead discussion about the monthly character trait, or students may simply share something personal.

During the month of February, Sugar Grove Elementary celebrates Black History Month with daily announcements as well as an email with links to brief biographies about historical or present day individuals that teachers share with students. In March, we celebrate Disability Awareness Month similarly to instill a sense of belonging and acceptance to ensure students feel respected and understood.

At Sugar Grove Elementary, our school social worker and SEL counselor partner to offer weekly lessons focused upon social-emotional topics that build capacity for student connections, collaboration and emotional regulation. They also meet 1:1 with multiple students and offer lunch groups to facilitate discussion about conflict resolution, anxiety, grief, divorce, friendship, impulse control and zones of regulation. In addition, they coordinate buildingwide events such as Body Safety, Red Ribbon Week, United Way, Disability Awareness and World Kindness Week.

Sugar Grove Elementary strives to make connections with our families through events hosted by our school or in partnership with our community. Events including our annual Fall Festival, Christmas and Spring Musical Program, Spring Family Dance, Book Fair Family Nights, Veterans' Day program and slideshow, and Fine Arts Open House are a few of the opportunities we host to strengthen relationships with our families. Sugar Grove Elementary administration, along with our PIE (Partners-in-Education) board members, hold monthly meetings to discuss and plan activities and events as well as discuss school progress. Teachers from each grade level and related arts department also attend these meetings to ensure there is representation of all stakeholders and provide follow up communication with their team. Furthermore, Sugar Grove Elementary invites parent and guardian feedback via surveys during our Parent-Teacher Conferences that allow us to address questions and concerns with our building Leadership Team.

PART VI - STRATEGY FOR EXCELLENCE

Sugar Grove Elementary recognizes the importance of meeting the needs of the diverse learners that are sitting in our classrooms today. At Sugar Grove Elementary, we change our instructional practices, classroom management mindsets, and responses to our students' social and emotional needs on a regular basis to make sure that we are meeting their individual needs. While COVID and school closures are behind us, we are making adjustments daily to close the resulting learning gaps in our students.. The work that our teachers do in their PLCs weekly allows our students to feel supported and stretched in their academic work, narrowing those learning gaps. The teachers' work is focused through our Essential Learnings and the use of pre-posttests, along with quick checks to make adjustments in instructional along the way. Sugar Grove Elementary strives to better understand our learners at the moment, rather than waiting for high stakes assessments to tell us what we could have known all along.

The staff at Sugar Grove Elementary uses continuous improvement and innovative practices to keep our students engaged in Reading, Math, Writing, Science and Social Studies. It is not uncommon that as classes walk through the halls that teachers are engaging students in refresher instruction, asking questions, doing math facts, talking vocabulary, and doing community building activities. Our teacher utilizes every moment that we have with our students to find a way to make a memory with our students. Many of the Sugar Grove Elementary teachers maintain the philosophy that finding the memory with your students will ensure that the content sticks. That memory doesn't always have to be in the classroom, so creating those opportunities all the time allow our students to remember that information beyond "the test."

Sugar Grove Elementary is a special place to learn and grow for staff and students. We thrive off our student centered mindset that keeps us in a cycle of constant growth and development. S Sugar Grove Elementary is continually making improvements to close learning gaps because our staff is all in for students. There isn't a day that you don't find administration, certified staff, support staff, office staff, custodians and cafeteria staff carefully and strategically building relationships with students to provide a safe and trusting environment where high expectations are the norm for everyone. Sugar Grove Elementary is a school that promotes the whole-child learning experience, which directly translates to our student performance.