

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 400 West Nelson Street  
(If address is P.O. Box, also include street address.)

City Edgerton State KS Zip Code+4 (9 digits total) 66021-2314

County Johnson County

Telephone (913) 856-3500 Fax (913) 856-3577

Web site/URL https://www.usd231.com/o/edgerton E-mail adrianj@usd231.com

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. Brian Huff Ed.D. E-mail huffb@usd231.com  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Gardner Edgerton USD231 Tel. (913) 856-2000

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. Tom Reddin  
(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**

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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

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**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):
- 7 Elementary schools (includes K-8)  
3 Middle/Junior high schools  
1 High schools  
0 K-12 schools
- 11 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	30
K	31
1	19
2	27
3	33
4	40
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	180

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 2 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 92 % 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 2021 - 2022 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, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	10
(4) Total number of students in the school as of October 1, 2021	174
(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):

English Language Learners (ELL) in the school: 0 %  
0 Total number ELL

7. Students eligible for free/reduced-priced meals: 43 %

Total number students who qualify: 78

8. Students receiving special education services with an IEP: 34 %  
Total number of students served 61

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>0</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>40</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>10</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %  
Total number of students served: 1

10. Number of years the principal has been in the position at this school: 4

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	9
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 20:1

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	94%	95%	96%	97%	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.

All students will experience the power of learning. Our students will strive for academic excellence and become productive, responsible members of a global society. We believe that education is a partnership of family, school and community.

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

<https://www.usd231.com/page/official-notice>

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

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Edgerton Elementary School is a Pre-K-fourth grade Title One school located in Edgerton, Kansas, in the far southwest corner of Johnson County, Kansas. As a school, we hold true to our mission - "All students will experience the power of learning. Our students will strive for academic excellence and become productive, responsible members of a global society. We believe that education is a partnership of family, school, and community."

Our strong history and connection with our community make Edgerton Elementary unique. The town of Edgerton is mainly a residential area. The town has a convenience store/gas station, bank, post office, library, and dollar store. The town had to rally to get and keep the county library in town. Families must travel to surrounding towns for grocery and retail shopping. The downtown area has a few small businesses, including a hair salon and gift shop. However, most of the older buildings are empty. Two city parks with play structures and picnic areas, a skate area, and two small fishing lakes provide outdoor recreation for the community. Despite the rapid population increase due to industrial growth in surrounding towns, Edgerton's population has remained stagnant.

While the structures have changed over the years, a school building has stood on the current school's site since 1920. The school proudly displays trophies and other artifacts from the school's history for visitors to see when they first enter the school. Edgerton merged their school district with Gardner, Kansas, in 1964 to form Gardner Edgerton USD 231. Many of the current students are children and even grandchildren of former students.

Edgerton Elementary serves families from a variety of socioeconomic backgrounds, with close to 50% of the student population coming from economically disadvantaged homes. The student body provides a variety of challenges, including truancy, poverty, intense behaviors, homelessness, and neglect. However, as difficult as these challenges may be, connections staff have with students and families help ensure that any issues are promptly addressed upon arrival each and every morning. Relationships are a focus and a driving force for the staff and students at Edgerton Elementary. The principal, school nurse, and support staff can be found each morning greeting students and parents in the car loop line with a friendly wave and a warm smile. The school counselor meets with many students weekly; some are even seen daily. Faculty and staff can be found in the cafeteria or walking in the gym with students every morning. This provides an additional opportunity each day to foster a positive relationship with each and every student at Edgerton Elementary.

Because the community is so supportive of the school, the staff finds opportunities for students to experience giving back. The student council hosts a week-long food drive during Thanksgiving, students hand-make holiday cards that are included in the Senior Center's meal delivery, staff partners with the city to assure all families with children can have gifts around the holidays, the school choir performs at several community events, and money made at a class sponsored fundraiser is spent at the local dollar store to stock the community food bank.

Many strategies are used at Edgerton Elementary to help students find success. The staff understands that academics are one piece of the puzzle in a student's overall success. Focused one-hour common grade level planning time and weekly professional learning community meetings are used to problem solve and adapt instruction to ensure gaps in learning are discovered and addressed. Additional problem-solving takes place during monthly meetings with the Student Intervention Team (SIT) and the special education department. Over the past few years, implementing a Response to Intervention system has provided support for all students while meeting the needs of a few students at various tiered levels. A targeted intervention time in both reading and math is a part of students' daily schedules and provides every student with time to get the specific instruction and support they need.

Edgerton Elementary has a long-standing history of excellence. The school received the coveted Kansas Governor's Achievement Award in 2006, 2007, 2008, 2009, 2010, and 2012 for being in the Top 5% of schools in Kansas. In addition, Edgerton received the Challenge Award in 2002 for fourth-grade math and again in 2007 for both third-grade and fourth-grade reading as well as being named a Title 1 Reward School



in 2012.

Tradition is very important to Edgerton Elementary and its community. Both the school and the city host events for residents that promote a sense of unity and pride in the community. Open House, Halloween Parade, Holiday Sing-Along, and Spring Carnival are just a few examples of how the school includes the community. The Johnson County Sheriff's Department has recently started a softball tournament fundraiser in which the proceeds go toward purchasing school supplies and offsetting fees for students at Edgerton Elementary. Local churches also fulfill teacher wish lists at the beginning of the year to provide additional snacks, hair supplies, and clothes that students may need to meet their basic daily needs. Support for the school and community is also provided by Johnson County Mental Health, Harvester's Food Bank, American Legion, Rotary Club, and Joy's Closet (a local thrift shop similar to Goodwill).

Teachers, staff, and students at Edgerton Elementary are proud to embody the school vision each and every day. It is our belief that as students continue through their educational journey, the foundation they have gained while at Edgerton Elementary will serve them well.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

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

At Edgerton Elementary, we strive to provide all students with daily opportunities to participate in critical thinking and cooperative learning, all while providing instruction driven by the standards outlined by the Kansas Department of Education. Our newly adopted reading program, ReadyGen, is comprised of many different components addressing the needs of all readers from beginning to advance. The components include foundational skills such as decoding, spelling, phonemic awareness, and higher-level literacy skills like comprehension and vocabulary. The primary grade curriculum is focused on the science of reading with structured literacy components. Structured literacy is the highly explicit and systematic teaching of all important components of literacy.

Gardner Edgerton School District teachers are offered and encouraged to complete LETRS (Language Essentials for Teachers of Reading and Spelling) training. LETRS is a two-year commitment of professional learning courses focused on reading, spelling, and language skills. It provides educators with the knowledge and skills necessary to master the fundamentals of literacy instruction required to transform student learning. LETRS not only teaches the skills needed to master the fundamentals of reading instruction—phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and language but also how to build connections between reading and writing and diagnose reading problems.

In 2019-20 SY, our district adopted ReadyGen. This program is an integrated and balanced approach to reading and writing instruction. Its use of authentic literature, both literary and informational, provides the text complexity needed to meet the needs of various learners and encourages a deeper understanding of the texts. The gradual release model from teacher-directed to student-centered learning builds more confident and independent readers. Its close reading routines, such as modeling, reading aloud, the use of graphic organizers, and comprehension strategies promote fluency and comprehension. Students are taught how to cite text evidence, state key ideas and details, and make meaningful connections. ReadyGen's writing philosophy is a reciprocation between reading and writing. As students develop close reading habits and cite evidence, they learn how to transfer these skills in their writing. Students are guided through the writing process creating informative, narrative, and opinion writing pieces.

Phonological awareness begins in kindergarten. Kindergarten through second-grade teachers use direct instruction from Heggerty Phonemic Awareness Curriculum, which builds a conscious awareness of speech sounds that help students develop the ability to use and manipulate those sounds. The master schedule holds daily dedicated time for these Foundational skills in the primary grades.

Vocabulary is taught both contextually and explicitly. This allows students to analyze words phonetically and also exposes students to a rich language environment. Students are exposed to vocabulary by analyzing the word parts (morphemes) and examining the word in context. Vocabulary instruction is weaved throughout the school day in all curriculum areas.

Fluency is promoted through the use of teacher modeling during read-aloud and the implementation of Six-Minute Solutions. This is a research-supported fluency strategy that allows for the continual monitoring of fluency components. Fluency Benchmark data is collected and analyzed bi-monthly.

Assessments include selection tests, unit tests, and performance-based assessments. These task-based assessments provide students an opportunity to reflect and respond to a task and measure comprehension. Acadience assessments are implemented quarterly and measure both fluency and comprehension. Professional Learning Communities meet to analyze this data, which are then used to drive small-group and whole-group instruction. The Gardner Edgerton School District helps provide any necessary professional development for teachers. The professional development is often teacher-driven based on school or district-

wide needs surveys. Professional development is targeted for subjects and grade levels so that all relevant curriculum questions and concerns are addressed to meet the needs of each classroom.

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

Edgerton Elementary uses a variety of resources to support mathematical learning in all grade levels. One of the main curricular resources, Math Expressions, provides opportunities to build a deep understanding for students with an essential inquiry-based mathematics curriculum. This curriculum supports students as they explore, discuss, and demonstrate their understanding of concepts. Through real-world applications and supportive visual aids, students learn multiple ways to use reasoning skills and solve problems. A guiding practice is a “learn-while-teaching” style which allows students to take responsibility for their learning. Students use manipulatives, play games, and participate in many hands-on activities to promote number sense, operations, algebraic thinking, geometric measurement, and fractions. Students are given quick quizzes and formative assessments throughout each unit to drive instruction, which culminates with a unit assessment. Data gathered from these assessments are used at monthly team meetings to address student concerns and to identify strategies to target specific skills.

Teachers in all grade levels have access to and use a variety of supplemental online resources to support math concepts, such as Xtra Math, Splashlearn, and eSpark, which provide enrichment and extra practice. Additionally, students in grades 2-4 participate in Reflex Math. This online tool is adaptive and is an individualized learning program for students as they master their computation skills in all four operations. This resource allows students to gain computational fluency and confidence while playing games and attaining their “green light.”

Our interventionist, math specialist, and other staff members work with small groups for interventions and enrichment. Our master schedule provides a built-in tier time that is used to provide extra instructional support and to fill in any gaps that have been identified, provide extra practice for students on level, and also allow students performing above grade level to participate in extension activities.

Teachers are provided with professional development within the district to help engage students and support the instruction of mathematical concepts. Being allowed the flexibility to use outside resources has enabled teachers to meet students' varying needs while promoting differentiated instruction.

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

Edgerton Elementary teaches a science education that is based on standards that include an aligned curriculum and assessments and reflect our understanding of how students learn. Teachers use the Next Generation Science Standards to drive their instruction. Our students are immersed in the physical sciences, life sciences, earth and space sciences, as well as engineering, technology, and application of science. From kindergarten through fourth grade, students begin recognizing patterns and relationships in the world around them.

Two science programs the district provides to establish scientific learning include FOSS (Full Option Science System) and Mystery Science. The FOSS program allows students to explore, investigate, and develop problem-solving skills as they manipulate materials, measure, and participate in experiments that lead to a better understanding of the world. Its engaging multisensory approach is effective for all learners as they are integrated into active investigations. Students are encouraged to solve problems independently or in a group setting. Critical thinking skills are reinforced through the forming of hypotheses, asking questions, and collecting data.

Through Mystery Science, an online elementary science curriculum, students are showing success in scientific learning. This curriculum brings stories and explanations to life with visuals and videos, including built-in, hands-on models, and promotes discussion and writing to reinforce ideas. This program also supports the instructional piece of teaching science through an expert, virtual co-teacher who explains and questions scientific curiosities and provides built-in classroom management tools for each lesson. The preparation is easy, the lessons are engaging, and the organized and simple tasks allow teachers to focus

more on student understanding.

To further support scientific ideas, our district's reading curriculum, ReadyGen, addresses science in the literature provided. Students read, explore, question, and discover scientific concepts that match the curricular standards in each grade level.

Besides using Mystery Science, the FOSS Kit program, and ReadyGen, Edgerton Elementary also promotes science through the participation of STEAM activities, along with a STEAM night. This incorporates family engagement and promotes math, science, technology, and the arts.

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

Edgerton Elementary teachers take an interactive approach to social studies instruction. This enables students to consider different perspectives through real-world opportunities.

A large part of the social studies curriculum is teaching students about the history of their state and town. When students learn more about where they are from, it builds pride and appreciation and teaches them about their roles as citizens. This knowledge is shared through interactive activities each year on Kansas Day. Students learn what it means to be a Kansan by participating in the same activities early Kansans experienced. These real-life experiences include activities such as building corn husk dolls, planting sunflower seeds, and making homemade bread and butter.

The Edgerton community has a rich history dating back to the 1800s. Students are taught more about the town's history by inviting long-time citizens to join the class for story-sharing and discussion. A community member from the Edgerton Historical Society volunteers to share experiences and artifacts with students. These activities give students an authentic perspective of Edgerton's history and culture. Third-grade students visit Lanesfield, which is the oldest operating schoolhouse in Johnson County. Fourth graders culminate their research of famous Kansasans by creating a wax museum where students and families can interact in a museum-like presentation.

Another aspect of the social studies curriculum is teaching students about the economics of the community. In grades K-2, students learn the basics of economics through a variety of texts and activities. In third grade, students are given the opportunity to apply the knowledge they have learned through "Edgerton Emporium" – an interactive event that turns the classrooms into a town full of shops where students take on different roles as both consumers and producers.

The memorable experiences that the teachers at Edgerton Elementary provide students through interactive and project-based learning activities make the learning experience engaging and experiential, empowering students to thrive as citizens.

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

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

The Kansas Early Learning standards provide the framework for the pre-K experience at Edgerton Elementary School. The Kansas Early Learning Standards are broken into eight domains. Approaches to Learning (ATL), Physical Development (Ph.D.), Social Emotional Development (SED), Communication and Literacy (CL), Mathematics (M), Science (S), Social Studies (SS), and Creative Arts (CA).

Our half-day pre-K program provides time and structure for our youngest students to learn through play, whole and small groups, and center exploration. Our reverse mainstream classrooms are host to a variety of student needs. Classrooms consist of a mixture of peer model students and students who have qualified through an evaluation process that uses the Assessment, Evaluation, and Programming System for Infants and Children (AEPS) to determine eligibility. Each identified student has an Individualized Education

Program (IEP) that is specific to his or her needs. These early interventions have proven to be very successful in sending students to school kindergarten-ready.

In April, incoming kindergarten students attend our annual Kindergarten Rodeo, where they are assessed on basic early kindergarten skills. In most cases, students who have attended one of our pre-K programs score higher on those assessments than students who have not. The students in the pre-K program are exposed to skills such as letter identification, letter sounds, colors, shapes, pencil grip, and more. These acquired skills give students a positive start as they enter our school for their kindergarten year and set the tone for their school journey.

## **2. Other Curriculum Areas:**

### **2a. Arts (visual and/or performing)**

Students at Edgerton Elementary attend music each week. Preschool students go to music once a week for thirty minutes, and students in grades K-4 have sixty minutes of music per week.

While in class, students experience music by listening, playing instruments, singing, and moving. Students also build social skills and confidence.

Our music classes teach about other cultures through music; the music teacher discusses the history, current events, and other interesting facts about various countries as related to the songs and dances she shares with our students. Our school district provides the QuaverEd curriculum for music, which connects music and technology. Students can compose, create videos, and do a variety of things through the QuaverEd website.

Our first through fourth-grade students all present a music program each year. They learn to perform in front of an audience and with others. In addition, our third and fourth-grade students have the opportunity to participate in an extracurricular choir called Rainbow Connection. The choir performs at a variety of community events, and students learn how to audition for state and district choirs. This year we had eight students selected to perform with the Elementary Treble Honor Choir for the East Central Kansas Music Educators Association.

Our kindergartners do not have a formal music program, but they prepare two to three songs to sing during the end-of-year celebration.

### **2b. Physical education/health/nutrition**

All students at Edgerton Elementary have the opportunity to participate in a variety of activities that promote physical fitness. Preschool students attend Physical Education (PE) classes for 30-minutes each week, while students in kindergarten-fourth grade have 90-minutes of PE each week. Physical Education aligns to state standards and focuses on cardiovascular and muscular strength, fine and gross motor skills, and healthy lifestyle choices. Positive peer and social interactions center around teamwork and good sportsmanship.

Edgerton Elementary hosts an annual “Bike Rodeo” every school year. During the bike rodeo, an emphasis is placed on safety and the importance of wearing bike helmets. Third-grade students are given a free helmet and spend a part of the day riding bikes while practicing bike safety. Field Day is another important event used to promote physical activity. All students spend the day participating in a variety of team-related activities such as gaga ball, relay races, and basketball. The day ends with a school-wide tug-of-war competition among students and staff. Students in grades 2-4 are able to join an after-school running club, Cyclone Sprinters. This group is formed of more than 50 students and volunteer staff who stay after school on Wednesday evenings in the spring and run around the school’s walking trail.

Other staff also play a role in modeling and teaching students about health and nutrition. In October, the

counselor teaches students healthy lifestyle choices during Red Ribbon Week. The school nurse teaches preschool and kindergarten children the correct way to brush their teeth and the importance of daily brushing/flossing. The school nurse works alongside others to meet additional health standards by giving a growth and development presentation to fourth-grade students at the end of the year.

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

**2d. Technology/library/media**

All students at Edgerton Elementary have an assigned library time. Preschool students attend library classes for twenty minutes each week. In their scheduled time, students listen to a story and learn how to check out books from the library. Our primary through intermediate students have thirty minutes of library class per week. Kindergarten through fourth-grade students check out books for personal enjoyment and for classroom projects. The library classes at Edgerton Elementary focus on promoting a love of reading, learning a variety of genres, and learning to gather information from both print and electronic sources.

All students in grades K-4 also have a 60-minute computer/technology class each week. The Gardner Edgerton School District supports technology through a 1:1 initiative. Each kindergarten through fourth-grade student has an individual Chromebook to use in the classroom. In addition, the library/technology teacher has a class set of Chromebooks. The technology class partially supports the library curriculum, but students also learn to gather and use the information found online. The technology class also supports each grade level's curriculum. The technology teacher collaborates with classroom teachers to assist with a variety of projects. An example of this is the Famous Kansan Research Project completed in 4th grade. Within this project, students gather facts online, write a script for an interview, and then record the interview to be shared with each student's classmates and parents. In addition, students learn keyboarding skills and how to navigate different programs within the Google platform. These specific skills are crucial to student success as they progress through school and use computers more often.

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

Social and emotional instruction is a high priority at Edgerton Elementary School. Since returning to school after being shut down due to COVID, students have struggled with having the skills necessary to be successful. Edgerton Elementary focuses on giving students the much-needed social and emotional tools necessary to succeed.

The Gardner Edgerton School District began using the Panorama Student Survey for kindergarten through fourth-grade students during the 2020-21 school year. Questions are given from the following five categories: social awareness, self-management, grit, emotional regulation, and growth mindset. The counselor uses these data results to guide the comprehensive school counseling program to best meet all students' needs and assess that curricular standards are being met. The survey is a new tool that has been beneficial and helpful in collecting social and emotional data. The school counselor works with teachers and uses the results of the survey to guide classroom guidance and small groups, as well as address individual student needs.

In addition to Panorama, teachers use Second Step during morning meetings to teach social and emotional learning. The second Step lessons teach students how to develop positive relationships, manage emotions, and set goals. Classroom guidance lessons occur every other week and are aligned with the Second Step lessons to guide students' social and emotional learning further.

**3. Academic Supports**

**3a. Students performing below grade level:**

Each student's success and academic growth are paramount to our teachers and staff at Edgerton Elementary. Our school takes great pride in its MTSS (Multi-tiered System of Support) framework for problem-solving, and it is at the core of all we do to meet students' needs. This systemic approach to supporting students is driven by a whole-child approach improving both academics and social-emotional behavior.

All students receive tier 1 core instruction in reading and math, which, for many, is sufficient to succeed academically. For some students, however, the instruction level is insufficient for achieving optimal progress, so a targeted, systematic approach is needed.

As a result, all students are given the Acadience universal screeners for reading and math in the fall, winter, and spring, along with NWEA's Measure of Academic Progress (MAP). Both assessments predict early reading and math success, identify those students experiencing difficulties with foundational skills, and help determine students' instructional levels. Teachers analyze the data to determine which students need additional diagnostic testing to identify specific needs in reading and math. Teachers utilize this information to help guide instruction in the classroom. Continual data is taken through progress monitoring and is essential to teachers as they track progress and growth in specific standards.

Intervention groups based on a student's needs are formed to provide data-driven instruction. These groups utilize the Title I reading program model and Walk to Intervention Model. Small groups consist of two to five students meeting for sixty minutes five days a week. These groups are fluid and change based on student growth or need as determined by progress monitoring.

Staff members meet to assess and analyze data, set up goals and interventions, and evaluate students' further needs for areas of improvement. Through continual data analysis, teachers identify students who need additional support to achieve optimal learning. As a result, teachers refer students to the Student Intervention Team (SIT). The student intervention team (SIT) meets to discuss student referrals, formulate strategies and plans for further instruction, and implement targeted and evidence-based interventions and strategies.

### **3b. Students performing above grade level:**

Students at Edgerton Elementary are assessed through numerous formative and summative assessments that drive their instructional needs. Students performing above grade level are identified as needing additional support with the same focus and intensity that our below-grade level students receive. Teachers use pretests and district assessments to identify students who have already mastered skills.

Many opportunities are given to students performing above grade level to ensure they receive appropriate instruction that extends their learning. Often this happens during the grade level reading and math W.I.N. times. W.I.N. stands for "What I Need." It is a designated time at each grade level when students receive instruction through small groups based on what they need. This time allows our teachers and specialists to provide students with enrichment opportunities that are faster paced, challenging, and extend upon the whole group learning happening in their classrooms.

Another way that higher-performing students are reached is through activities provided by our reading and math resources. The Math Expressions resource offers a variety of extension activities for each lesson that is taught. Teachers can incorporate these tasks and activities into their lessons as needed. Our ReadyGen reading resource helps to meet students' needs by providing a variety of question stems in each lesson and offering a wide selection of leveled texts that meet all learners' needs.

These opportunities ensure that our learners are challenged and engaged in continuous learning. As a building, the focus is to meet the needs of all learners regardless if they are performing above, below, or on grade level. It is the responsibility of teachers to differentiate instruction to meet the individual needs of all students at Edgerton Elementary.

### **3c. Students with disabilities:**

Edgerton Elementary offers three special education programs to meet the individual needs of students with disabilities in grades pre-K through 4.

The early childhood special education program is a reverse mainstream classroom setting where students with identified disabilities receive services as outlined in their IEPs alongside non-identified students who serve the role of peer models. Most services provided to our pre-K students take place within the classroom to allow students to interact with peers as often as possible.

The Interrelated (IR) program provides individualized support for students with IEPs who have educational disabilities, such as specific learning disabilities, developmental delays, or even a student with high cognitive skills that require the use of a communication device throughout the day. Students in this program are supported within the general education classroom by a member of the IR team. These students come to the IR classroom to receive more individualized support with academics in a small group or one on one setting. Each IR student's level of support is determined by their IEP team and implemented through collaboration with the general education classroom teacher.

The RISE program stands for Reaching Independence through Social-Emotional Skills. This program provides academic and social skills support for students with IEPs whose primary disability is Emotional Disturbance. Students in this center-based, specialized program receive intensive social-emotional behavioral support and participate in learning activities. The curriculum used in this setting includes Emotional ABC's, Zones of Regulations, and the Emotional Dot Curriculum. Students benefit from reward-based incentive programs and have access to an alternative setting for classroom and self-regulation. They also receive support in the general education setting for social-emotional skills, peer relationships, and co-regulation strategies.

### **3d. English Language Learners:**

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

Edgerton Elementary is fortunate to be home to the RISE (Reaching Independence through Social Emotional Skill) program. This program provides academic and social skills support for students with IEPs whose primary disability is Emotional Disturbance. Students in this center-based, specialized program receive intensive social-emotional behavioral support. The curriculum used in this setting includes Emotional ABC's, Zones of Regulations, and the Emotional Dot Curriculum.

Students in RISE benefit from reward-based incentive programs and have access to an alternative setting for classroom and self-regulation. They also receive support in the general education setting for social-emotional skills, peer relationships, and co-regulation strategies. Training for staff in de-escalation strategies has benefited not only the students in the program but all other students as well. Staff have built the capacity to handle unwanted behavior in the classroom and found steps they can take as adults to defuse a situation instead of igniting it.

Students are supported through their general education classroom teacher, the RISE teacher and support staff, and the school counselor to ensure they have access to calming strategies and self-regulation support when needed. Calm-down boxes are available in every classroom. A chill room was designed at Edgerton Elementary to provide a space for students who may find themselves seeking a calm area with little sensory input where they can de-escalate privately. RISE students have taken advantage of that space and found it a location where they can have big emotions while protecting their dignity.



## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Edgerton Elementary takes pride in our ability to engage, motivate, and provide students with a positive environment that empowers them to be successful members of society. When you walk into our building, you will feel embraced by a positive, vibrant energy resulting from the environment we have created as a building. Edgerton Elementary implements the PBIS (Positive Behavior Interventions and Supports) system. PBIS is a tiered framework that supports students' behavioral, academic, social, emotional, and mental health.

PBIS at Edgerton Elementary focuses on a single acronym, S.T.A.R. This stands for Safe, Trustworthy, Always Responsible, and Respectful. Our entire staff is involved in explicitly teaching students what being a STAR student is genuinely all about. Every morning students recite the mantra together, "At Edgerton Elementary, we will be Safe, Trustworthy, Always Responsible, and Respectful." This starts the day with a positive mindset and prepares students for success. Teachers continuously reinforce and teach expected behaviors throughout the day so all students learn to demonstrate STAR behavior. All staff members watch and hand out tickets during an average day, so students work hard to demonstrate those desired behaviors even when outside their classroom and away from their teacher.

To help students stay motivated, Edgerton Elementary has implemented a schoolwide ticket system. Students earn tickets throughout the day for displaying positive STAR behavior. To further motivate students, quarterly schoolwide goals are determined. Tickets are tracked to see if quarterly goals have been achieved. Students work together as a school to reach that goal. Students working together to reach the goal creates a positive school culture. It also reinforces teamwork, resilience, and perseverance to achieve a common goal. Once students reach the quarterly goal, success is celebrated with a schoolwide assembly.

Our families and PTO (Parent Teacher Organization) are very involved with the PBIS system as well. The PTO has funded many of the prizes that students purchase with their tickets. The principal and classroom teachers inform families about PBIS successes through social media outlets and school newsletters. This keeps parents informed and allows them to celebrate positive behavior with their children. What makes PBIS at Edgerton Elementary successful and unique is that it is a team effort between staff members and families.

At Edgerton Elementary, we take pride in the culture and climate we have created for our students and families. The PBIS system creates a positive environment that supports academic and social growth and allows our students to be college and career ready as they turn into healthy and prosperous adults.

### **2. Engaging Families and Community:**

A large part of what makes Edgerton Elementary special is the ability to establish connections with families and our community. Our knowledge of each family's unique needs and then finding the resources to support them inside and outside of the school walls is evident. These deep relationships and commitments to families have built community partnerships with businesses and nonprofits. The various opportunities have one unifying vision of an obligation to students and families through supporting the whole child.

The faculty and staff at Edgerton Elementary provide multiple opportunities for families to be involved in their student's education. Communication is where it starts. Parents receive a weekly newsletter, The Cyclone Scoop, from the principal, which details what is happening at the school, important upcoming dates, and any relevant news. Understanding that several parents did not have great experiences while they were students helps staff look for ways to build positive relationships early. Attempting to change that narrative starts with Sneak Peek, where families come before the first day of school and meet their teacher. Open House is an opportunity in the first month of school where parents can meet their student's teacher, find out about expectations, meet with other staff, and walk around the building. Pastries with parents, grade level musicals, Holiday Mart, PTO meetings, Book Fair, STEAM night, Coins for Cocoa Luminary Walk

fundraiser, Walk-a-thon, and Site Council meetings provide even more opportunities for engagement with families.

Edgerton Elementary staff understand that student academic success is achieved, if and only if, the students and their family's basic needs are met. Our partnerships provide numerous resources for families so students are successful in the classroom. Edgerton students participate in local food drives, holiday coin jars that adopt school families, and various clothing drives. Working alongside the city, Edgerton Elementary provides Thanksgiving baskets and Mayor Christmas tree gift cards to any family in need.

A partnership that significantly impacts families is Cyclones in the Outfield. Cyclones in the Outfield raises money during a charity softball game between the county sheriff's office and county fire district. All money raised supports Edgerton students by providing school supplies and instructional fees for all students that attend Edgerton Elementary. On the first day of school, students and families enter their classrooms with all their school supplies readily available for a fantastic year of learning. This partnership between Edgerton Elementary, the sheriff's office, community businesses, and nonprofit organizations allows families to begin the school year knowing Edgerton Elementary's genuine commitment to their child.

Another significant partnership began in 1984 when a kind-hearted man drove to rural Edgerton, Kansas, to tell a family that their electricity would be turned off eight days before Christmas. Unable to forget the Edgerton Family, Daniel Jacobs donated gifts and food to support the family and two other families. Here, Edgerton Elementary and the Red Bag partnership began and has continued for 36 years. The Red Bag organization has grown to provide holiday cheer for about 50 families and 1500 foster kids every season. Every October, this fantastic organization makes Edgerton Elementary a priority. It provides support for families from the community that the organization was founded on. Last year, Red Bags Christmas Families again was able to help 17 of our families enjoy their holidays.

Through commitments to Edgerton families and students, numerous opportunities are available so families can succeed in the community and see their children succeed. The abundance of love, generosity, and kindness by multiple organizations given to Edgerton Elementary students and families makes it a place where the power of learning can happen every day.

### **3. Creating Professional Culture:**

Edgerton Elementary creates an environment to show staff they are valued and supported by focusing on professional learning and relationship building. Collaboration is continuous and embedded into everything we do as professionals. The positive atmosphere at Edgerton Elementary motivates staff members to always put students first and also provides a trusted environment for student learning.

The culture at Edgerton Elementary is professional, collaborative, and supportive. Weekly Professional Learning Community (PLC) meetings create a professional learning environment where staff openly compare data, share ideas, and work together to meet student needs best. Teachers can collaborate with the building principal, math specialist, reading specialist, counselor, and student interventionist to discuss curriculum, standards, and timeline to ensure that all skills are being taught and assessed. A Student Intervention Team (SIT) meets monthly to ensure that students receive all the support needed to be successful. When a grade level team has tried numerous accommodations and still has student concerns, the SIT team is utilized to determine the next steps needed to help the student be successful. The school has a building leadership team, BLT, which meets monthly to discuss upcoming events and allows the principal to share important information and work collaboratively to address any concerns. The BLT members then share this information with teammates. The Site Council, consisting of staff and community members, also meets quarterly to ensure that all stakeholders have a role in the decision-making process for Edgerton Elementary.

Staff cohesiveness is also an essential part of the professional culture at Edgerton Elementary. The principal makes climate and culture a top priority. Edgerton Elementary begins the school year with a schoolwide theme that creates a fun and exciting atmosphere for staff and students. All students and staff take part in incorporating the theme into school wide assemblies, academics, decorations as well as PBIS rewards. Shirts

that match the piece are created for staff and students. Cyclone Sidekicks are assigned buddies between staff members. The sidekicks are given monthly activities, which are simple and fun, to complete together to build and cultivate relationships. Some additional activities include gift card drawings, spirit weeks, lounge treats, turkey hunts, Peep Wars, scrabble competitions, Oreo challenges, newsletter shoutouts, and monthly staff gatherings outside of school. Team building activities are planned quarterly, and staff are specifically placed on teams to foster relationships with other people in the building. When staff is involved, all staff members are included. Both certified and classified staff participate, further connecting each person in the building.

Edgerton Elementary has a professional culture unlike any other. Teachers' commitment to the students is evident through continuous professional collaboration and learning. The love for students is strong, and the willingness of staff to work together is a powerful force where teachers feel valued and supported.

#### **4. School Leadership:**

The principal's guiding philosophy at Edgerton Elementary is driven by the phrase, "Every child, every day." This belief guides the entire building to ensure that any barrier a student might face will be met head on by a caring, collaborative staff that ensures each student knows they are loved and respected. This philosophy is also demonstrated daily through the commitment and compassion of the principal toward every staff member. All members of the Edgerton Elementary staff play a crucial role in the school's success. Each brings different perspectives, ideas, experiences, and skills that, when combined, create a positive culture and climate. The principal has high expectations for staff and works collaboratively with them to ensure a thriving learning environment.

Over the past few years, staff shared a common concern regarding lack of student grit and the ability to persevere through challenging academic tasks and difficult social situations. This concern was mentioned multiple times during several vertical team meetings. The principal and grade level leaders collaboratively brainstormed ideas to address this concern. For the last 30-minutes of every Wednesday, Edgerton Elementary students participate in Drop Everything and Read (DEAR) time. This idea was implemented to build stamina while allowing students to read any book of choice. Staff worked together to grow and adjust DEAR time to fit each grade level needs to ensure all students in the building were able to participate at the same time. This had become a protected time of the week. Staff model good reading habits with their students by encouraging silent reading, limiting hallway movement, and rewarding increased stamina. After one year, the increase in student perseverance has become noticeable. This is one example of the collaboratively leadership that takes place at Edgerton Elementary.

The principal hosts monthly meetings for new staff to develop rapport, build relationships, and foster open communication with these team members. This type of leadership promotes higher rates of participation with the school's monthly activities. Similarly, monthly meetings with classified staff ensures opportunities for collaboration with team members who are closely connected to students needing the most support. These meetings provide insight from non-classroom teachers on how to make Edgerton Elementary the best it can be.

The principals' belief of shared leadership is evident by providing classroom teachers with opportunities to make decisions on multiple levels that have schoolwide impact. For example, the principal asks grade level teachers for input regarding the master schedule, including any changes they would like to see for the following school year. This information is shared with the Building Leadership Team (BLT), and then a master schedule is created once all stakeholder input has been considered. Shared leadership promotes the value within each staff member and allows for the most productive learning opportunities for students.

#### **5. Culturally Responsive Teaching and Learning:**

Edgerton Elementary has a small population of students from various backgrounds, many with socioeconomic needs. Support systems are in place throughout the school and community and work together to meet these essential needs. Edgerton Elementary staff and community provide resources for families such as "BackPack Snacks," coat/glove/hat drives, food drives, school supplies, Thanksgiving and Christmas

meals, and holiday gifts. The school nurse identifies families that may need assistance with medical expenses and needs such as eyeglasses. The school counselor works closely with the district social worker to provide community resources to families struggling with basic needs and assist families in locating appropriate mental health resources in the community. It's truly a team effort to ensure students receive everything they need to succeed.

In addition, Edgerton Elementary focuses on providing culturally diverse experiences for our students. Teachers incorporate lessons using resources to broaden students' awareness of cultures not typically experienced in the community of Edgerton. The school library is full of books inclusive of all cultures. Teachers recognize holidays and celebrations such as MLK Jr Day, Black History Month, and Chinese New Year. The music program spends the month of December recognizing winter traditions and celebrations worldwide. Various assemblies and guest speakers expose our students to an abundance of multicultural experiences.

Edgerton Elementary provides a welcoming culture; and, the staff ensures that all students are accepted, regardless of background, academic level, or disability. Students learn empathy and what walking in someone else's shoes means. Students learn to understand that differences are to be celebrated. Morning meetings and counseling lessons teach respect, acceptance, peaceful conflict resolution, and kindness. A schoolwide kindness week is celebrated every February. October is anti-bullying month and focuses on teaching students to be upstanders when it comes to bullying and not to stand by and watch bullying happen, whether that is standing up for yourself or standing up for others. This year students worked with a local organization and created a "Buddy Bench" for the school. The bench was designed by disabled adults within the community using recycled anti-bullying illustrations created by all EE (Exceptional Education) students, preK - 4th grade. The illustrations were shredded and combined with concrete to make the bench. The bench will be placed inside the school to resolve conflict among peers.

## **PART VI - STRATEGY FOR EXCELLENCE**

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Across the nation, many schools attribute their success to numerous researched methods and practices. For a small Kansas rural community and elementary school in Kansas, Edgerton Elementary utilizes the strategy for excellence and success that can solely be attributed to its relationship within and among the community itself over years of practice. Relationships may simply appear easy or non-influential as a strategy for success, but Edgerton Elementary has mastered this success. With a rich history of love, respect, togetherness, and relationship building, Edgerton Elementary has created a school and community environment that others aspire to. The relationships and trust built are purposeful and intentional with every decision made within the elementary building. To truly feel the power of learning within the walls of our school, one must embrace the sense of community inside and outside of Edgerton Elementary. Relationship building and trust is a strategy for excellence felt by all in Edgerton, Kansas.

Edgerton Elementary is more than just a school. It is the heartbeat of a community where the eternal focus is on making every day a rich learning experience for students. When parents send their children to school, they hope for many things. They hope for their child to love learning, gain vast knowledge, and, in the end, walk away with the skills they need to be successful members of society. Edgerton Elementary is a place for all of those things. Still, the component that children and their families find at Edgerton Elementary that makes it a truly unique place to learn and grow is the sense of community that envelops every aspect of this great school.

Some say a school is a microcosm of the community it serves. And as such, the community created inside of Edgerton Elementary encapsulates the characteristics and qualities that make Edgerton, Kansas, a fantastic place to live, learn, and grow. As a small town, citizens work to consider growth and change as opportunities for the future. For more than 100 years, this community's effort to look towards the future and all the opportunities it brings allows the school staff to always focus on more significant educational opportunities for students. For the students, it means learning from the inspiring adults surrounding them daily. These students learn what it means to make mistakes, learn from them, and show resilience and grit. Most importantly, students are engulfed with the shared vision of excellence by all staff members working towards a common goal filled with support and love for all stakeholders. And as a larger community, we have the opportunity to support every single member as they make these fantastic strides of growth.

This sense of community is essential to the success of our school. A thriving community is one where members hold to an individual and collective sense of ownership and trust amongst its members as the highest priorities. A strong community has common goals, shares ideas freely, communicates with others with heart and sensitivity, remembers traditions, celebrates differences and encourages positive interaction. Thriving communities demonstrate mutual trust and respect across the board.