

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 Mr. Brent Huck
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 9770 Duncan Lake Avenue
(If address is P.O. Box, also include street address.)

City Caledonia State MI Zip Code+4 (9 digits total) 49316-9411

County Kent County

Telephone (616) 891-8181 Fax (616) 891-7019

Web site/URL https://www.calschools.org E-mail huckb@calschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mr. Dirk Weeldreyer E-mail weeldreyerd@calschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Caledonia Community Schools Tel. (616) 891-8185

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

(Superintendent's Signature) Date _____

Name of School Board President/Chairperson Mrs. Marcy White
(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):
- 5 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
0 K-12 schools
- 8 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

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

☐ Urban (city or town)
☒ Suburban
☐ Rural

3. Number of students in the school as of October 1, 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	0
K	51
1	64
2	73
3	53
4	71
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	312

*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):
- 0.3 % American Indian or Alaska Native
 - 0.9 % Asian
 - 0.9 % Black or African American
 - 6.7 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 83.3 % White
 - 7.9 % 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: 4%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	7
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	6
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2021	308
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Arabic

English Language Learners (ELL) in the school: 2 %

6 Total number ELL

7. Students eligible for free/reduced-priced meals: 22 %

Total number students who qualify: 70

8. Students receiving special education services with an IEP: 8 %
Total number of students served 26

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>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>7</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>15</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: 4 %
Total number of students served: 11

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	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	13
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 24:1

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	93%	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.

Caledonia Elementary School will empower and equip all persons to achieve their best by ensuring the highest quality system for learning.

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

<https://go.boarddocs.com/mi/cal/Board.nsf/goto?open&id=C5RJCV4C91D9#>

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

Caledonia Elementary School is one of five elementary schools in the Caledonia Community School district. Caledonia Community Schools is located in a suburban/rural area southeast of Grand Rapids, serving approximately 4500 students within a 100 square mile area, including portions of Kent, Allegan, and Barry Counties. Caledonia, as a community, continues to grow, requiring the district to grow as well. In fact, over the past 25 years, Caledonia has transitioned from a small rural district with a few elementary schools, one middle school, and one high school, to a district with five township-based elementary schools, an intermediate school, a junior high, and multiple high school campuses. Throughout all this change, Caledonia Elementary remains the “Heart and Heritage” of the Caledonia community. Caledonia Elementary is the oldest standing elementary building in the district. Many of our families have lived in Caledonia their entire lives and now choose to send their children to Caledonia Elementary, highlighting the desirable nature of the building.

The impact of COVID on the academic, social, and emotional well-being of students is undeniable, with many school districts around the country seeing regression in the aforementioned areas. However, this is not the case at Caledonia Elementary. Through tremendous grit, perseverance, and hard work, Caledonia Elementary staff and students have defied the odds and made tremendous progress academically, socially and emotionally. Classroom teachers, interventionists, and the principal utilize a multi-tiered system of support to analyze student data and implement evidence-based practices to meet student needs. As a result, all subgroups are making significant gains on district benchmark testing. Academic gains are also evident in state assessment results. Caledonia Elementary has demonstrated the most proportional growth across subgroups of all elementary schools in the district. Should a student show a deficit area aligned with curriculum standards, goals and plans are established to ensure student success. With a focus on growth for all students, the school has seen test scores exceed pre-pandemic levels.

The culture and climate of our school ensures that all students learn in a positive learning environment. The staff at Caledonia Elementary strongly believes in the power of establishing and maintaining positive relationships with students, their families, and the Caledonia community. This foundational belief is evident in our recent implementation of Capturing Kids Hearts. Our Caledonia Elementary family has benefited greatly from deepening relationships, not only amongst our staff and students but also throughout the community. These relationships have motivated students to strive to meet their full potential academically as well as improved behaviors throughout the building. The expected building-wide behaviors are implemented through a focus on Positive Behavioral Interventions and Support (PBIS). As students demonstrate the expected behaviors of being safe, respectful, and responsible, they are recognized with positive tickets, positive behavior office referrals, weekly classroom drawings, and monthly school wide celebrations.

Caledonia Elementary nurtures a culture of belonging and safety for all students, supported by the district’s commitment to the success of the whole child. The strategic plan specifically identifies goals related to the Whole Child/Whole Community: Building Positive School and District Climate, Establishing Comprehensive Student Supports and Services, Facilitating Student Health and Wellness, and Inviting School/Community Partnerships and Engagement. Students receive direct instruction in social-emotional competencies as part of the core curriculum and have access to a continuum of support as a part of an integrated systems framework to address the needs of the whole child. A full-time counselor at the school comes alongside teachers to support this process through classroom lessons, small group, and individual support. Teachers utilize trauma-informed practices to promote success for students with barriers to learning.

Caledonia Elementary’s success can be directly attributed to the staff commitment to support the whole child. Clearly defined systems and supports are in place to accelerate academic learning. Social/emotional lessons are explicitly taught and embedded in all aspects of a student’s day. Expected behaviors are defined, taught, and acknowledged in the classroom and building-wide. The staff is invested in the success of all students and there is a strong sense of collective efficacy. We are Team Cal and we have a shared vision focused on empowering students and equipping them to achieve their absolute best in all aspects of their life.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Caledonia Elementary uses Core Knowledge Language Arts (CKLA) as its Tier 1 reading curriculum. CKLA is grounded in the Science of Reading. In Kindergarten, first grade, and second grade, CKLA has two curricular strands, Skills and Knowledge. The Skills strand focuses on early foundational literacy skills such as phonemic awareness, letter sound correspondence, vowel sounds, blends, diphthongs, segmenting, blending, and phonics. The Knowledge strand focuses on building students' background knowledge and vocabulary through science and social studies integration. Knowledge units are intentionally written above students' independent reading levels to foster critical thinking skills. In third and fourth grades, the Skills and Knowledge strands are blended together. Building upon the solid foundation established in grades K-2, the upper grade levels shift their focus to fluency, vocabulary acquisition, and comprehension. All units of study contain additional instruction in the areas of writing, grammar, morphology, and spelling.

Within the CKLA curriculum framework, the primary methods of Tier 1 instruction are direct instruction and small group instruction. During direct instruction, classroom teachers utilize whole group read alouds, guided practice opportunities, student partnership conversations, effective questioning techniques, and modeling. During small group instruction, classroom teachers facilitate targeted skill and strategy instruction. Grades K-2 have two uninterrupted hours for English Language Arts (ELA) instruction. Grades three and four have 90 minutes for uninterrupted instruction.

Formative assessment is on-going throughout all lessons. Teachers are constantly monitoring students' verbal and written responses. These informal assessments allow classroom teachers to differentiate the Tier 1 instruction to meet students where they are. In-class instructional accommodations may include, but are not limited to, strategic partnerships, one on one instruction, introduction of manipulatives, extension opportunities, graphic organizer support, etc.

Summative, end of the unit assessments are also used to gauge student understanding. Following these assessments, classroom teachers, interventionists, literacy coaches, and building administration meet to discuss assessment results and formulate instructional plans. These interim data review meetings occur roughly every four to six weeks. During these data meetings, overall grade level, individual classroom, and individual student-level performance is analyzed. Success is celebrated, areas of need are identified, goals are set, and instructional plans are created.

Combined, these two in-class formative and end of the unit summative assessments allow the Caledonia Elementary instructional team to closely monitor student progress and adjust Tier 1 instructional plans accordingly. Caledonia Elementary believes that responsive teaching and meeting students where they are, is the key to academic success.

Within the district, Caledonia Elementary teachers have been an integral part of establishing common district pacing guides, assessment guidelines, and interventions. Our tier 2 intervention materials have been used throughout the district as a model. Additionally, Caledonia Elementary teachers have actively participated in on-going professional development focused on increasing content knowledge and pedagogy

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

Caledonia Elementary uses iReady Mathematics as its Tier 1 math curriculum, which has two distinct instructional components that compliment one another. The two components are i-Ready Connect and iReady Personalized Learning. The iReady component encompasses all of the instructional resources necessary for direct, teacher-led instruction, whereas i-Ready Personalized Learning is an online component that automatically aligns personalized learning opportunities based on the results of a norm-referenced diagnostic assessment. The i-Ready resources are used to teach the Common Core State Standards for

Mathematics.

During Tier 1, teacher-led, direct instruction, iReady Mathematics provides multiple day lessons to encourage deeper understanding. Within the lessons there are three sessions. The Explore session allows students to make connections to prior knowledge and explore new strategies and concepts. The Develop session allows students to develop new strategies and understanding through discourse, problem-solving and differentiated instruction practice. Finally, the Refine session offers practice and a deeper understanding. i-Ready Mathematics provides students with the opportunity to make sense of problems and persevere by participating in peer and whole class discussions through discourse. The program encourages students to reflect and connect their learning as well as reason and explain their thinking through several try it and connect it sessions.

Various instructional strategies are used with the teacher-led, Tier 1 classroom lesson. Teacher modeling, reciprocal teaching, collaborative partnerships, use of manipulatives, and open-ended questioning techniques are common instructional strategies used on a consistent basis.

Within the iReady Personalized Instruction suite, classroom teachers have the ability to assign specific online lessons to students and monitor their progress. Furthermore, students can also complete learning activities in their MyPath, a personalized learning continuum based on the results of the diagnostic assessment. Together, these online components offer extra instruction and practice with immediate feedback.

Throughout the unit of study, assessment is on-going. Frequent formative assessments, such as exit tickets, and teacher observations impact daily instruction. Teachers use the information gathered during these frequent touchpoints to identify concepts that need to be revisited by the whole group, formulate small groups, and develop individualized plans. Comprehension checks administered multiple times throughout the unit provide valuable student mastery information. Summative assessments given at the end of a unit give teachers information on material retention and skill acquisition.

Following the unit of study, classroom teachers meet to review assessment results, reflect on the scope and sequence of instruction, create intervention plans, and make notes for the following year.

Overall, our math curriculum and assessment practices build a classroom culture in which data guides instruction and fosters student ownership of learning and growth.

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

Caledonia Elementary uses Cereal City Science Kits for Tier 1 instruction. These kits provide students with many hands-on learning opportunities that allow them to access the Next Generation Science Standards through the process of questioning, investigating, developing, and refining explanatory models about the world. The hands-on nature of the curriculum promotes student engagement, supports inquiry-based and experiential learning, and helps students develop their critical and analytical thinking skills. In addition, our Science kits include significant writing components which guide students in demonstrating knowledge through writing. Science learning standards are also integrated throughout our Tier 1 reading curriculum, CKLA, and allows students to make connections between real life experiences and their learning. This program is scaffolded across the grade levels to ensure that standards are adequately taught and reinforced throughout the K-4 curriculum.

Assessment within the science curriculum is on-going and individualized. Classroom teachers closely monitor individual student work and group progress. Given this input, classroom teachers use effective questioning techniques to prompt student thinking, student reasoning, and problem-solving skills. Students are encouraged to ask questions about natural phenomena, formulate hypotheses, conduct investigations, report results, and adjust their thinking.

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

Caledonia Elementary's social studies curriculum is aligned to the Michigan K-12 Standards for Social Studies. From kindergarten through fourth grade, our students study various topics, including history, civics, culture, geography, and economics. As students progress through the social studies curriculum, their lens expands from their local community, to the state of Michigan, the United States of America, and finally the world. In addition to designated social studies instructional blocks, this content is also embedded in our Tier 1 reading curriculum, Core Knowledge Language Arts. This program is scaffolded across the grade levels to ensure that standards are adequately taught and reinforced throughout the K-4 curriculum.

Social studies curriculum is taught through guiding questions and essential understandings. At the beginning of a unit, guiding questions are posed. These guiding questions drive instruction throughout the unit. During instruction, teachers work to establish essential understandings in all of their students. Ultimately, these essential understandings, constructed through daily lessons that build upon one another, will help students answer the guiding questions.

Student understanding of these concepts is assessed formatively throughout the course of study. Teachers gather student evidence through frequent conversations, listening to student partnership conversations, group projects, and individual assessments. Instruction is adjusted accordingly.

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

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

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

All students at Caledonia Elementary have the opportunity to engage in visual art class one time a week for 50 minutes. The same is true for performing arts music class. In both classrooms, the essential skills and knowledge are posted at the front of the classroom, introduced at the beginning of the lesson, embedded throughout all learning activities, referenced frequently during instruction, and wrapped up at the end of the lesson. Additionally, during the lesson, classroom teachers are formatively assessing student mastery of the essential skills and knowledge and making instructional adjustments based on this feedback. For example, in the art classroom, small group instruction is used during independent work time to reinforce specific skills such as shading or making a 2-D drawing appear 3-D.

In the music classroom, instructional videos are used as models during various musical instrument lessons. Students are able to progress at a pace that is most suitable for them while the classroom teacher provides side by side coaching and support. Art projects adorn the walls of our school and all students participate in at least one musical concert during the school year.

2b. Physical education/health/nutrition

Students at Caledonia Elementary participate in physical education class twice weekly for 50 minutes each class period. Essential skills in the physical education classroom are three-fold. First, our physical education teacher strives to promote and emphasize the importance of a healthy lifestyle. Students are encouraged to incorporate regular exercise and healthy eating habits into their lifestyles. Second, various fine and gross motor skills are embedded into warm up activities, skill acquisition practice, and competitive situations. Concepts of running, jumping, throwing, catching, and body awareness are evident in all physical education lessons. Third, the tenets of good sportsmanship are emphasized and practiced during all lessons. Students are coached to encourage one another, practice positive self-talk during activities, and handle defeat in an

appropriate manner. Combined, these skills create an environment in which students are working hard to achieve their personal best.

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

Students at Caledonia Elementary participate in Spanish class once a week for 50 minutes. During the 50 minute class period, students are immersed in a highly engaging curriculum focused on cultural learning, language acquisition, and vocabulary development. Academic games and collaborative, interactive learning activities are key instructional strategies used in the Spanish classroom. Through physical movement, collaboration, and fun, our Caledonia Elementary students immerse themselves in the Spanish language.

2d. Technology/library/media

Caledonia Elementary students visit the library each week for 30 minutes. During these visits, our support staff conducts a read aloud, introduces new books that may be of interest to students, and manages the check-in/check-out process. Our library is a cozy learning space with muraled walls, a reading loft, and many spots to comfortably curl up with a great book. Our students have access to thousands of books and our circulation is updated many times throughout the year. During the academic year, two on-site Scholastic book fairs take place during the school day and during evening parent/teacher conferences. All proceeds are used to purchase new books for the library.

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

Caledonia Elementary utilizes the Sanford Harmony Social-Emotional Learning (SEL) curriculum to support the social-emotional development of all students. This Tier 1 curriculum fosters knowledge, skills, and attitudes students need to develop healthy identities, create meaningful relationships, and engage productively in the world. Supported by the school counselor, all teachers engage students in these activities at least twice a month to promote whole-child development. The school has also cultivated a social-emotional library to support this work across grade levels.

3. Academic Supports

3a. Students performing below grade level:

Students performing below grade level are identified using classroom level formative assessments, end of unit summative assessments, progress monitoring data, and nationally normed benchmark assessments. Once identified, the instructional team, consisting of the classroom teacher, academic interventionist, district literacy coach, district MTSS coordinator, and building administrator, develops instructional plans and accommodations for Tier 1 instruction. Furthermore, Tier 2 and Tier 3 intervention groups are established. At the Tier 2 and Tier 3 level, purposeful and targeted small group instruction is provided. Tier 2 and 3 groups are kept to four or fewer students, allowing for maximization of individualized instruction. Tier 2 interventions are 20-25 minutes in length and tier 3 interventions are 45 minutes in length. Interventions are aligned with Tier 1 instruction and reinforce foundational skills necessary to reach grade level benchmarks.

Our Tier 2 and Tier 3 interventions contain a robust progress monitoring component that offers accurate and timely information on student progress. In grades K-2, tier 3 students are assessed on a weekly basis in the areas of phonemic awareness, correct letter sounds, nonsense word fluency, and accuracy. Tier 2 students are progress monitored on a bi-weekly basis. In grades three and four, students are assessed in the areas of accuracy, fluency, and comprehension. Progress monitoring results are analyzed every four to six weeks and are used to regroup students, determine the most appropriate content and instructional plan, and establish individualized student goals. Overall, Caledonia Elementary's intervention program is a data-driven, fluid process that allows our staff to differentiate instruction to meet the needs of all students.

3b. Students performing above grade level:

Students performing above grade level are consistently provided opportunities to deepen and extend their understanding. In reading, students are given independent reading time during which they can read a “just

right” book. Additionally, classroom teachers facilitate small group instruction for students performing above grade level. These groups happen during our Multi-tiered Systems of Support (MTSS) block, which is 45 minutes in length. In these groups, students are challenged to think critically, justify their reasoning, analyze the author's craft, demonstrate inferential thinking, and much more.

In math, students performing above grade level are challenged in multiple ways. First, classroom teachers are using extension materials built into the Tier 1 curriculum to facilitate small group extension opportunities. These small group opportunities support procedural and conceptual understanding of content. Second, Caledonia Elementary's Tier 1 curriculum resource contains a personalized learning platform, called MyPath, that automatically adjusts to the individual student level, resulting in some students working on math content one or two grade levels above their current grade level. Teachers closely monitor student results and make appropriate adjustments.

3c. Students with disabilities:

Caledonia Elementary tailors instruction, interventions, and assessments to meet the diverse and individual needs of students with learning disabilities.. Students with learning disabilities are identified through the Special Education evaluation process. Once identified, targeted goals and objectives are developed through an Individualized Education Program (IEP). This document outlines the student's needs, goals, services, and accommodations they require. The IEP team, which includes parents, teachers, and other professionals, meets regularly to review and adjust the plan as needed.

All students with disabilities receive Tier 1 instruction in their general education classroom. At Tier 1, teachers at Caledonia Elementary use a variety of teaching strategies and materials to meet the needs of students with learning disabilities. This might include providing alternative ways for students to access information, such as accommodated instruction, technology, or visual aids. Additionally, teachers provide appropriate modifications and accommodations based on their individual needs. Examples include extended time on tests, simplified instructions, or the use of assistive technology.

Through MTSS, students with learning disabilities also receive Tier 2 and Tier 3 instruction with our intervention team. The intervention team uses data to monitor student progress and adjust instruction and interventions accordingly. Students will receive additional special education instructional time with a certified special education teacher.

By providing individualized support, accommodations, and high-quality instruction, students at Caledonia Elementary can access the curriculum and achieve their academic and personal goals. Currently, district data indicates our Special Education students are demonstrating above average growth on district-level and state level assessments.

3d. English Language Learners:

English Language Learners (ELL) are identified through an at-home language survey and teacher observations. Once identified, these students begin to receive services and support from their classroom teacher. In the classroom, teachers are using the Sheltered Instruction Observation Protocol (SIOP) to address the academic needs of their students. One main strategy used is the pre-teaching of essential vocabulary. This helps students better access the critical content of the lesson.

Caledonia Elementary's ELL students also receive one on one interventions from a certified ELL teacher. These interventions are 20 minutes in length and occur twice a week. During these intervention sessions, students are working on listening, speaking, reading, and writing in the English language.

As a result of these targeted supports, Caledonia Elementary students have demonstrated great progress on summative assessments such as the M-STEP and WIDA.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Establishing and maintaining positive relationships with students is paramount to Caledonia Elementary's success, for it is through these relationships that we are able to ensure a sense of safety and belonging in each of our students. Staff members are constantly fostering these relationships through intentional and deliberate actions that start immediately once students arrive at the building. Each morning, all students are welcomed to the building and their individual classroom with a positive greeting, a friendly smile, and a high-five, handshake, or fist bump. Once in the classroom, students are able to share about their lives outside of school. Classroom teachers often eat lunch with small groups of students and attend extra-curricular events that their students are engaged in. This intentionality strengthens connections, conveys genuine interest, and results in stronger relationships.

Throughout the day, staff members provide students with positive feedback in the form of words, affirmations, nonverbals, or positive behavior tickets that can be entered into drawings at the classroom and building level. Ultimately, students are routinely recognized for their positive contributions to their classroom and the larger Caledonia Elementary community.

Caledonia Elementary has a Positive Office Referral program that staff members use to recognize students that are going above and beyond to exemplify our school rules of safety, responsibility, and respect. Positive Office Referrals are submitted to the building principal. Once received, the recipients are called down to the office to celebrate, a positive phone call is shared with the recipient's family, and a photo is taken for a celebratory bulletin board. This is just another way in which Caledonia Elementary celebrates the positive!

Caledonia Elementary's school counselor implements a tiered system of support to foster students' social and emotional growth. This system of support includes Tier 1 SEL lessons, small group Tier 2 lessons, and Tier 3 supports. Furthermore, the school counselor facilitates a silent mentor program in which staff members are partnered with at-risk students. Staff members connect with these students on a weekly basis through individual meetings, personalized notes left in lockers, one on one lunches, etc. The ultimate goal is to foster a strong sense of belonging in our at-risk students as this authentic connection will lead to increased academic achievement.

2. Engaging Families and Community:

Caledonia Elementary believes in the power of partnerships with families and the larger Caledonia community. Throughout the academic year, there are numerous opportunities for our families to support the academic, social, and emotional needs of their students. Families are invited to attend a Family Fest to kick off the new school year, Parent-Teacher conferences, Holiday parties, volunteer as guest readers, field days, family picnics, literacy nights, numerous Parent-Teacher Organization (PTO) events, and much more. Families are informed of these opportunities through consistent and timely communication emanating from the main office as well as the classroom teachers.

In addition to family partnerships, Caledonia Elementary also maintains many community partnerships. We participate with Hand2Hand, a program focused on eliminating weekend hunger for families in West Michigan. Every Friday, food bags are delivered to approximately eight percent of our students. These bags contain enough non-perishable food items for two meals over the weekend. As food costs continue to rise and food scarcity increases across our school community, this program has proven invaluable.

Caledonia Elementary also partners with Kids Hope USA mentoring program which matches at-risk students with caring and consistent adult mentors, empowering them to thrive. Students meet with their mentors one time a week for 30 minutes. During these meetings, mentors and mentees engage in relationship-building activities and practice academic skills such as math fact fluency or reading. Students look forward to these weekly meetings as they have an additional adult advocate in their corner.

This past year, Caledonia Elementary partnered with our local Women's Guild to establish a Wonder Closet, fully stocked with clothing and winter gear. Students in need are able to shop at the Wonder Closet and take what is needed. Families are able to keep the items as the closet is replenished on a consistent basis.

Caledonia Community Schools recognizes the importance of caring for the whole child and by extension, the whole family. In honoring that commitment, our district has recently partnered with Pine Rest Mental Health Services to provide mental health support to all students and their family members. The Pine Rest Student Assistance Program (SAP) is designed to support the health, energy, focus, and well-being of families. Through this partnership, every student and their family members can access three free counseling sessions per episode of care as well as legal services, financial consultation, elder care consultation, leadership training, and critical incident response services.

3. Creating Professional Culture:

Caledonia Elementary School teachers feel valued and supported because of the positive family-friendly climate. This has a significant impact on teacher collaboration which directly affects student academic achievement and celebrations.

Grade level teacher collaboration occurs weekly through common planning time and Professional Learning Communities (PLCs). During PLC time, teachers analyze student data to monitor the impact of interventions and adjust the supports for students based on both quantitative and qualitative data. This ongoing process of reviewing data enables students to fluidly move in and out of intervention groups as goals are met and new learning targets are introduced. An additional broad level discussion of student progress occurs every four to six weeks during scheduled data meetings. This layered approach provides the opportunity to support students with the highest quality interventions.

Professional Development (PD) is vital to the success of Caledonia Elementary. Caledonia Elementary staff devoted PD time to increasing academic expectations and rigor. When the district has adopted a new curriculum resource, staff has been provided with numerous learning opportunities to further their understanding and implementation of the resource. These PD opportunities are designed to be relevant and timely for teachers. Multiple trainings have been provided to support all aspects of the resource including a technology component for all students. The PD scaffolds learning for teachers with additional opportunities for seamless instruction. Following district-provided professional development, effectiveness surveys are administered, and the results are used to tailor subsequent PD offerings to best meet the identified needs of our staff members.

As was the case last year, Caledonia Elementary staff devoted PD time to learning about Trauma Informed Practices. This training helped staff to recognize signs and symptoms of trauma and immediately implement support to students and their families. Staff was also able to integrate the knowledge learned into our daily practices and procedures. A Student Risk Screening Scale (SRSS) is administered to identify students at risk and allow for the provision of Tier 2 emotional support. Staff also created a Social-Emotional Learning (SEL) Library that we share across grade levels to aid students.

4. School Leadership:

At Caledonia Elementary, the building leader whole-heartedly believes that leadership should be a collective effort with each staff member feeling a sense of ownership and empowerment. To this end, the building principal works hard to establish systems and structures that provide time for grade level and content area collaboration. For example, all grade levels at Caledonia Elementary have at least three days of common planning time, and collaboration time is prioritized during monthly staff meetings. In addition to fostering collaboration throughout the building, the building principal also empowers teachers to be problem-solvers, share their content area and instructional strategy expertise, and make informed decisions. As a result of the building principal's intentionality, a culture of collective efficacy has been established.

The building leader also models the importance of forming and maintaining positive relationships with students and their families. Each morning, he greets students by name as they enter the building. He visits

classrooms on a daily basis and engages with students during the learning process. He eats lunch with small groups of students throughout the school year. Additionally, the building administrator prioritizes authentic connections with the staff. He is genuinely interested in their lives outside of school and works tirelessly to create a sense of family amongst the staff.

Caledonia Elementary's staff is composed of teacher leaders. These teacher leaders take ownership of many building-level processes. For example, our building level data meetings, occurring every four to six weeks, are teacher led. Given the structure, teachers collaborate to analyze data, discuss best practices, make Tier 1 curriculum adjustments, develop Tier 2 and Tier 3 intervention groups, as well as creating communication plans to inform all necessary stakeholders. This successful process has resulted in increased student achievement evident in our building-level and state-level assessment data.

Leadership opportunities are also available for Caledonia Elementary students. Specifically, student safeties assist with the safe arrival and dismissal of our students. Student leaders also facilitate building-level spirit weeks, food drives, and other initiatives.

5. Culturally Responsive Teaching and Learning:

In 2021, all staff participated in Diversity, Belonging, Equity and Inclusion (DBEI) Training to engage in the work of understanding student needs, the role of implicit bias, and the best way to engage and support all students. According to the culturally responsive "brain rules" outlined by Zaretta Hammond, "The brain seeks to minimize social threats and maximize opportunities to connect with others in the community, and positive relationships keep our safety threat detection system in check." The staff at Caledonia Elementary focuses on relationships through personal greetings, class share time, and affirmations. Another one of Hammond's "brain rules" states, "attention drives learning." Teachers strive to capture and maintain student attention through pace, energy, active participation, movement, and transitions.

Caledonia Elementary staff build strong connections with the community to promote open communication between stakeholders. This has proven to be a powerful way to cultivate and foster a meaningful, trusting relationship with each other. As the staff invests in learning about each child as a whole person, there is a deeper understanding about the needs that exist which allows for a better, more adaptive response. Caledonia Elementary is proud to celebrate the uniqueness of each individual in our school.

Being a Title 1 building, we employed a Family Engagement Coordinator to meet the diverse needs of our families. This could be helping families with housing, Hand2Hand, coordinating Kids Hope Mentors, Thanksgiving and Christmas baskets, or connecting them to various outside resources. In addition, we employed a Student Support Coordinator to assist in the implementation of an Integrated Systems Framework to support students' needs academically, emotionally, and behaviorally. This has allowed us to implement the structure and integrate processes within the school to improve outcomes for all students. The school places an emphasis on prevention, early identification, and intervention of the social, emotional, behavior, and academic needs of students. Family and community partner involvement is critical to this work.

PART VI - STRATEGY FOR EXCELLENCE

At Caledonia Elementary the one practice that has been most instrumental in our school's success is our staff's focus on student engagement. Fostering high levels of student engagement is our buildingwide instructional goal, because it is our belief that high levels of student engagement will lead to increased student achievement.

Engaged students are able to attend to the critical content, actively develop connections with previously taught content, and engage in higher-level thinking skills. Furthermore, student engagement increases student motivation, passion, and interest in the content. As such, our staff is invested in delivering high quality instruction through the use of multiple engagement strategies. This investment starts even before instructional planning. Classroom teachers set up their classrooms in a manner that promotes collaboration and student engagement. Flexible seating options that foster student engagement are introduced into the classroom setting. Student engagement routines and procedures are taught at the beginning of the school year and reinforced throughout. Classroom learning environments that promote student engagement are established.

After establishing their engaging learning environments, Caledonia Elementary staff members create instructional plans with a focus on student engagement. After the critical content is identified, staff members spend a considerable amount of time determining which engagement strategies would result in the greatest level of student engagement. Some engagement strategies include turn and talk, ball toss, choral response, thumbs up/thumbs down, four corners, stand up/sit down, academic games, physical movement, lively pace, gallery walks, etc. Our ultimate goal is to create learning opportunities wrought with many opportunities for our students to demonstrate their understanding of the content.

During instruction, student engagement is constantly monitored by the instructional staff. If staff members notice that the whole group or individual students are disengaged, responsive instructional strategies are employed. Some of these strategies include whole group brain breaks, incorporating more physical movement into the lesson, introducing intriguing or thought-provoking information, intentionally using student names in questioning, or providing opportunities for students to share about their own lives as it relates to the critical content.

Engaged students are able to achieve their personal best. In turn, this allows teachers to accurately assess student achievement and intervene accordingly. High levels of student engagement, created through many opportunities to respond during learning activities, ensure that Caledonia Elementary staff members are able to differentiate instruction and truly meet students where they are and help them soar.