

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 4725 Enders Road
(If address is P.O. Box, also include street address.)

City Manlius State NY Zip Code+4 (9 digits total) 13104-9718

County Onondaga County

Telephone (315) 692-1500 Fax (315) 692-1053

Web site/URL <https://www.fmschools.org> E-mail dcapri@fmschools.org

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

(Principal's Signature) Date _____

Name of Superintendent* Dr. Craig Tice E-mail ctice@fmschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fayetteville-Manlius Central School District Tel. (315) 692-1234

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 Ms. Marissa Joy Mims
(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):
- 3 Elementary schools (includes K-8)
2 Middle/Junior high schools
1 High schools
0 K-12 schools
- 6 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	90
1	126
2	103
3	105
4	112
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	536

*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
 - 12.9 % Asian
 - 0.8 % Black or African American
 - 1.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 79 % White
 - 5.4 % 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	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	24
(4) Total number of students in the school as of October 1, 2021	536
(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):

Korean, Traditional Chinese, Japanese, Spanish

English Language Learners (ELL) in the school: 1 %
7 Total number ELL

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 58

8. Students receiving special education services with an IEP: 9 %
Total number of students served 48

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>4</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>8</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>4</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>32</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: 22

10. Number of years the principal has been in the position at this school: 15

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.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	20
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	22
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 21:1

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

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	96%	99%	98%	96%	97%
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 X No

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

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

To build on our commitment to academic excellence with a focus on authentic learning experiences, civic responsibility, and innovative programs. We will accomplish this in an environment that fosters meaningful relationships, honors and affirms the diverse identities and experiences of our students, supports the overall wellness of each student, and promotes continuous improvement in each of the district priority areas: teaching and learning; school environment; service learning and community partnerships; and fiscal capacity and responsibility.

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

<http://go.boarddocs.com/ny/fmschools/Board.nsf/goto?open&id=C69KJE4DCBDA>

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

Enders is proud to be a school community that prioritizes the personalized academic, social-emotional and overall development of each student. Through its standards-based curricula, best practices in instructional approaches, foundational character education program, and strong ties to our local community, Enders ensures that each student is supported, affirmed and valued. Enders is one of six schools within the Fayetteville-Manlius (F-M) School District that seeks to uphold the district's vision to inspire students and promote personal success. On a daily basis, everything we do at Enders is motivated by the district's commitment to academic excellence with a focus on authentic learning experiences, civic responsibility, and a culture that honors diversity, innovation and a commitment to continuous improvement as professionals and as an institution. In the end, everything we strive to achieve and accomplish at Enders is generated from a student-centered perspective.

Our school community is located within an eastern suburb of Syracuse, New York, with an average enrollment of 540 students in kindergarten through fourth grade. Families are drawn to this area for the diversified opportunities and quality of living offered through the regional agricultural industry, multiple colleges and universities, nearby research and teaching hospitals, and the beautiful landscape, which is highlighted by numerous parks and recreational activities. Through authentic learning opportunities and field trips, our school takes advantage of local resources such as Lorenzo State Historic Site, Erie Canal Museum, Ska-Nonh Great Law of Peace Center, and the Matilda Joslyn Gage Foundation and Dialogue Center.

Our instructional philosophy focuses on a growth mindset and honors and supports the whole child's academic, social-emotional, and cultural well-being. Curriculum mapping across all content areas is aligned to standards and ensures that educators are guided by thoughtful, clear and consistent information related to units of study, skills, resources, materials and common assessments. Equipped with this robust knowledge, educators approach teaching in a manner that personalizes learning through differentiated instruction, workshop and inquiry-driven models, authentic project-based learning in our makerspace, and enrichment opportunities and extensions for all students.

Enders works in partnership with the Interfaith Works- El-Hindi Center for Dialogue and Action to provide students and staff with the knowledge and skills necessary to support a culturally responsive-sustaining framework that is woven throughout our school programs and culture. Through professional learning opportunities, administrators, teachers, and staff discuss the various tools and strategies that can be used to advance our commitment to equity and inclusion.

Enders prioritizes the mental health and well-being of students and staff, especially as the school community continues to cope with strains and stressors caused by the COVID-19 pandemic. An interactive wellness day program that highlights self-care is held annually for all adults and students. Our monthly school-wide newsletter, Enders Express, features articles submitted by Enders' school counselor and Site Based Team that communicate about current, research-based and impactful strategies for families to consider as they work in partnership with the school to support our students' social and emotional growth and well-being. Data related to a student's conduct, affect, self-regulation, and relationship skills are collected, analyzed and used as guiding posts for multi-tiered interventions and response plans. Enders is proud of its Peaceful Place room, which is available for all students as a place to reset, seek sensory input and regulation, cooperatively play, or take a movement break. The design of the room and the carefully chosen materials within are led by our occupational therapist and counseling team to ensure that it is a space that is welcoming, peaceful, and advantageous for all who enter.

Enders was recognized in 2014 as a Blue Ribbon School and is incredibly honored to be considered again. We proudly display plaques and banners throughout the building to celebrate our prior achievement and hold this recognition as a prestigious honor and standard. Since the school's recognition in 2014, staff members frequently inquire about the school's eligibility for recognition again. Blue Ribbon excellence has been a beacon of pride to guide our goal setting, strategic action plans, professional learning, and decision-making.

When thinking of the Enders community, the first word that comes to mind as our mantra is kindness. Teaching, learning, and action related to kindness permeates throughout our school culture. We intentionally strive to ensure that all students and staff feel welcomed and affirmed. All students participate in a kindness buddy program and third and fourth-grade students participate in a kindness club, which culminates in civic-minded, action-oriented projects. Our school declaration, which is recited daily school-wide, guides our daily interactions and decisions. It states, “We at Enders declare... Kindness is being respectful, being honest, being mindful, being your best self. Life needs kindness. Period.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our rigorous English Language Arts (ELA) curriculum, addressed in Tier 1 instruction, supports our district K-4 literacy goals for students to read with understanding, write with precision, speak in ways that communicate thinking clearly, and listen with engagement. Aligned with the New York State Next Generation Learning Standards for English Language Arts (NGLS- ELA), the core of our literacy instruction allows students to build stamina and become independent, passionate, life-long readers and writers. Each literacy area has specific goals that intertwine to teach foundational literacy skills through an evidence-based instructional model consisting of explicit, whole class instruction, and independent/small group work. During explicit instruction, the educator teaches each concept directly, facilitates guided practice, and then provides independent application time. During individual conferring and small group instruction, teachers offer feedback and collect data to differentiate instruction and support students' reading and writing of complex texts. This model recognizes and emphasizes the interrelationships of reading, writing, listening, and speaking along with the transfer of skills and strategies through timely feedback.

The goal of our rigorous reading program is to develop fluent readers who can skillfully comprehend diverse text. The theoretical frameworks of The Simple View of Reading and Scarborough's Rope influence our content, instruction, and assessment, and support the continuum of development of a skilled reader. The components of word recognition instruction, which provide an essential foundation for skilled reading, include phonological awareness, decoding, and sight recognition. Phonics equips children with the tools they need to decode written language by helping them hear, identify, and use sounds. Background knowledge, vocabulary, language structures, verbal reasoning, and literacy knowledge comprise the language comprehension strand. The explicit instruction of word recognition and language comprehension are essential for students to be passionate, life-long readers.

Equally important is systematic, process-driven writing instruction where students learn to articulate ideas with intent and choice. In process-based writing, students brainstorm, plan, draft, revise, edit, and receive formative feedback. Written expression progresses through drawing, dictating, and writing, which allows for authentic application of learned phonics and word study skills. The genres of informational, narrative, and opinion/argument target a range of purpose and audience. Writing instruction focuses on organization, form, craft, grammar, and conventions utilizing explicit instruction and studying mentor texts to result in thoughtful compositions.

Our universal screening tools not only measure student growth, but also assess Tier 1 instruction. We continue to utilize aimswebPlus and Fountas and Pinnell Benchmarking in this manner. Data teams utilize this data in combination with formative and summative measures, such as student work samples, rubrics, progressions, and observations of students. The data identifies individual student growth areas to ensure targeted intervention, as well as differentiated Tier 1 instruction.

In the F-M district, our ELA curriculum consists of aligned, interconnected units supported by evidence-based instruction. These units incorporate a systematic, cumulative scope and sequence, which provide students with opportunities for exposure, practice, and mastery of foundational literacy skills.

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

For daily math instruction, Enders utilizes as a primary source the third edition of Terc Investigations. This conceptually-based program, which aligns to Common Core Learning Standards, promotes the teaching and learning of mathematics in meaningful and connected ways. Students' mathematical learning is based on a strong foundation of number sense. In addition to learning math content, students are taught to think flexibly. Instruction focuses on understanding multiple strategies to solve problems and selecting the most appropriate strategy for the given math task.

Teachers work with students to guide their learning from conceptual to abstract strategies after a strong foundation has been established. Students are encouraged to use a wide variety of math tools, including manipulatives and drawing models. The interaction between the math standards and the math content taught means that teachers are learning from their students' thinking and adjusting their instruction to meet the needs of their learners. Math instruction at Enders centers around exploration and discussion. Lessons include instructional methods in which students have an opportunity to work as a whole group, in collaborative small groups or partnerships, and independently. Teachers pose a task to students and through exploration students rely on their prior knowledge and number sense to make sense of the math task.

Learning is solidified through mathematical discussions in partnerships and as a whole class. These discussions allow students to make and test conjectures, revise their thinking, and learn from the strategies of their classmates. A common strategy for discussion is a Number Talk, in which students are taught to verbally explain the strategy selected to complete numerical computation and justify the strategy use. This ability to explain thinking, as well as actively listen to the thinking of classmates, improves students' ability to reason with numbers and understand applications for the strategies they are using. In using these instructional practices, math classrooms at Enders are a safe and engaging place for students to be risk-takers. Through this, a positive mathematical community is built. Math workshops, which allow students to explore multiple math activities, as well as reinforce the learning of concepts previously covered, are a common instructional practice. The math workshop structure utilizes the teacher as a facilitator of learning. As a facilitator, the teacher is able to differentiate instruction and provide practice by adapting the tasks to meet the needs of all learners.

Student learning is continually evaluated during math instruction through formative assessments. Teachers use observations, informal assessments, and student work samples to monitor student progress towards learning goals. This data allows teachers to make informed decisions about the practice and reteaching of concepts. Each math unit concludes with a district-wide summative assessment. Assessment data drives decisions about the instructional needs of students as they progress towards end-of-year goals, both in the classroom and for placement in Academic Intervention Services and Academic Enrichment, as well as to continually evaluate program effectiveness.

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

Children are natural-born scientists. They are curious about the world around them. Our science program captures this energy into an authentic learning experience where our students become scientists. Enders uses Smithsonian-based curricular units to support the implementation of the New York State Science Learning Standards derived from the National Research Council's Framework for K-12 Science Education and the Next Generation Science Standards. These standards and curricular units represent a profound shift in science instruction. We continue to be strategic in our transition so that we are able to maintain our successful program while preparing our students for new standards and assessments.

The curricular units feature everyday phenomena and real-world questions that drive thinking in a coherent storyline. Unit investigations anchor discovery and discussions while developing a big-picture view of how things work. This interactive science instruction promotes critical thinking, problem-solving, and connections across science disciplines while instructing in an authentic, vertically-aligned science experience.

Enders curriculum is a research-based, student-centered approach highlighted by science notebooking, modeling, discussions, structured group work, engineering design, problem-based learning, and writing. Assessments are woven throughout the units from pre-assessments, discussions, writing prompts, performance and written summative assessments focusing on written responses, and student-drawn models providing diverse opportunities to showcase mastery and inform instruction. Multiple design solutions and hands-on performance tasks provide opportunities for all students to positively engage in science.

Students are immersed in science experiences during field trips to local parks, as they compose field journals for zoo trips, while visiting farms to learn about pollination, and during yearly trips to our district's

planetarium. Combining curriculum and experiences allows Enders scientists to dig deep into the natural world and use science practices to discover and learn through an authentic hands-on experiential curriculum.

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

The social studies program at Enders allows students to practice engaged citizenship while exploring the world around them. Across grade levels, the curriculum begins with *Myself and Others* (kindergarten) and shifts to *My Family and Other Families* (first grade), *My Community and Other Communities* (second grade), *My Country and Other Countries* (third grade), and the *Geography and History of New York State* (fourth grade). Through this scope and sequence, Enders students develop an understanding of who they are in the context of our diverse and democratic society.

An inquiry-based approach to doing social studies allows us to achieve the New York State learning standards. The inquiry process involves a hands-on exploration of disciplinary sources, such as family photos, thematic maps, globes, graphs, folktales, and more, so that students learn to think like geographers, historians, and economists. The formative performance tasks, designed by teachers, engage students with authentic sources and allow them to become proficient in key skill sets, such as gathering, interpreting and using evidence, chronological reasoning, and contextualization. When students illustrate an act of good citizenship, revise classroom rules, give a speech, or make a map, teachers receive valuable feedback about student thinking. This feedback informs instructional choices.

Enders citizens learn how to articulate their thinking by giving rationales and making arguments. Thus, the Next Generation Learning Standards for reading and writing are integral to our social studies experiences. Compelling questions frame our work and prod students to have their own ideas about the topic. What's the best type of community? Do people around the world care about children's rights? How has slavery affected my state? Such questions require an evidence-based response. Hmmm, how do you know? When teachers ask this at the end of an inquiry, it directs students back to their sources of information. Take another look. Reread. Deliberate. Through this process students learn to make informed and reasoned decisions for the public good.

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)

Education of the whole child is made possible through a student's experience in other curricular areas. All students attend art and music on a four-day rotation for 45-minute classes.

During art class, students engage with principles of design and elements of art, and use a wide variety of mediums and techniques to explore self-expression. The art curriculum also explores contemporary literary references and diverse contemporary artists. Students learn to develop their artistic voice and problem-solving techniques in order to investigate such concepts as culture, identity, and emotions. Enders celebrates the accomplishments of our young artists by displaying their artwork throughout the school, community, and at district-wide art shows.

Our music program implements the Orff-Schulwerk model, which combines music, movement, drama, and speech into lessons that are similar to a child's world of play. Students explore rhythm, pitch, music literacy, expressive elements, music history, and culture. Students sing, dance, and play instruments while learning

rhythmic and melodic patterns. In addition to general music, fourth-grade students may choose to participate in Suzuki Strings, which is a holistic, student-centered approach that focuses on aural skills and techniques. Concerts provide all students an opportunity to showcase learned dances, instrumental skills, and vocal prowess.

2b. Physical education/health/nutrition

Enders shares in Shape America's goal for physical education, which is, "to develop physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity." PE is inclusive and developmentally appropriate with a curriculum rooted in state and national standards. Students in kindergarten through fourth grade participate in PE class every other day for a 45-minute period. Students have opportunities to improve fundamental motor skills and movement patterns, to deepen their knowledge of health-enhancing behaviors, and to engage in activities that help achieve social and emotional benchmarks.

New York State standards-driven health education compliments the PE curriculum making connections to health information, concepts, skills, and behaviors. First through fourth-grade students participate in weekly, 30-minute health classes for a 10-week time period. Themes include social, emotional, and physical health to guide positive choices and develop behaviors for lifelong health and wellness. Through both curricula, students acquire the necessary knowledge and skills to establish and maintain physical fitness, participate in physical activity, maintain personal health, manage their community and personal resources, and create and maintain a safe and healthy environment.

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

2d. Technology/library/media

Enders students in kindergarten and first grade are assigned an iPad and second through fourth-grade students are assigned a Chromebook for individual use. Students have access to devices and digital resources that are designed for all aspects of learning, including discovery and research, practice and review, creative creations that express their own interests and skills, and mastery and completion of curriculum. In addition to using one-to-one devices in the classroom, each student also visits the school's computer lab and library media center weekly, where specific technology skills are learned in a group setting. Computer lab skills and final products support the classroom curriculum and the New York State Computer Science and Digital Fluency Learning Standards. The library curriculum also enhances classroom units while developing print, digital and media literacy, building inquiry and research skills, providing students with coding and engineering opportunities, and promoting a culture of lifelong reading and learning. The classroom teachers, library media specialist, lab assistant, and technology specialist for the district work together to make sure the technology is integrated in meaningful ways throughout the curriculum.

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

The Enders character education curriculum promotes a welcoming and inclusive school community where students feel safe, valued and connected which, in turn, boosts their ability to acquire and apply essential character and civic skills and knowledge. By focusing on the character trait of kindness, the school-wide program promotes students' understanding of core ethical values, fosters empathy, and affirms respectful behaviors.

Our school's pledge and kindness declaration is recited daily. Monthly spirit week programs and Random Act of Kindness days reinforce school values and national and global connections. Evidence of kindness is highlighted and shared during morning announcements and students receive a kindness certificate. On Random Act of Kindness days, students view a video created by the character education team that communicates specifically how the day promotes kindness.

All students participate in the program, “You’ve been Booked” in an effort to circulate diverse and character education-themed books. Each classroom maintains a rich library of character education texts for independent reading and read-alouds and teachers implement specific read-aloud lessons monthly. Our curriculum is introduced during Enders’ annual Welcome Back assembly and concludes with an end-of-year Caring and Sharing assembly, which highlights service projects that were completed during the school year.

3. Academic Supports

3a. Students performing below grade level:

Enders utilizes a three-tiered Response to Intervention (RTI) model to meet the literacy needs of all students. Students' individual needs always come first, with student growth closely monitored and supported. Our RTI model consists of a core curriculum of high-quality, systematic, research-based instruction along with a variety of interventions, allowing us to provide the highest level of support to students performing below grade level. Progress is monitored and data is collected quarterly through aimswebPlus and the F&P Benchmark Assessment System. For example, in the fall of 2022, 43 percent of first-grade students were below average on the aimswebPlus fall Benchmark assessments. By the winter of 2023, only 19 percent of our first-grade students were still below grade level on this assessment. Our RTI Committee, which includes the building principal, school psychologist, reading specialists, classroom teachers, and speech-language pathologist, analyzes information and ensures researched-based interventions are provided. Interventions are adjusted to meet students’ changing needs, creating an abundance of opportunities for students to grow as readers.

At Enders, students’ common assessment math scores are analyzed to determine eligibility for Academic Intervention Services (AIS). Second through fourth-grade students who demonstrate limited proficiency with grade level math skills (identified by performing in the bottom 10 percent of district and state scores) receive math AIS, twice a week for 30 minutes. Instruction involves a combination of push-in and pull-out support and is designed to remediate specific skills based on information gathered from progress monitoring. District-wide assessment data information is analyzed biannually to determine service eligibility. However, groupings remain flexible and allow for student movement based upon ongoing student data analysis. In the fall of 2021, 29 students were found eligible for math AIS and received services, and by the following spring, 16 students (55 percent) made sufficient progress and were discontinued. Assessment data is used to measure students’ progress towards end-of-year standards, reveal skills that need re-teaching, and evaluate program effectiveness.

3b. Students performing above grade level:

The Academic Enrichment program extends, enhances, and enriches the curricula for all kindergarten through fourth-grade students. The program is rooted in a pedagogical philosophy of total school improvement to develop the strengths and talents of all learners. Through the program, Enders demonstrates our value for diverse academic strengths among students, promotes high levels of achievement and creativity, respects the uniqueness of each student, and considers multiple and varied traits of highly-capable students. Both classroom push-in and pull-out programs are offered.

The academic enrichment teachers work with students whose performance has been assessed as above grade level. Second through fourth-grade students work in small class settings to develop and enhance critical thinking, inquiry, and research skills. One unit of study involves students engaging in inquiry-based learning projects. These projects are driven by the students' natural curiosity. A second unit of study is in the area of mathematics. Students are provided with rich opportunities to work collaboratively to solve real world math problems. In addition, the academic enrichment teachers implement extension lessons for each classroom at all grade levels. Enrichment teachers collaborate with classroom teachers on interdisciplinary units of study that are often project-based, focusing on extending and enriching the classroom experience, and student research and technology skills. In these lessons, the curriculum is adapted for the diverse learning styles of all students.

Differentiated instruction is implemented by all teachers across classrooms to tailor lessons to meet each

student's individual interests, needs, and strengths. Enders teachers differentiate instruction based on content, process, product, and learning environment. For example, teachers include extensions in math and leveled guided reading instruction so that students begin instruction at their level with personalized instruction. Teaching this way gives students choice and flexibility in how they learn and allows teachers to adjust their curriculum and instruction to maximize the learning of all.

3c. Students with disabilities:

Enders seeks to provide access and equity for a multitude of diverse student needs through an inclusive, and strengths-based philosophy. Our building team, which includes special education teachers, related service providers, counseling staff, and general education teachers, meets weekly to discuss students who have been referred by their teachers or families due to concern for their progress in the areas of academics, social skills, behavior, and social-emotional well-being. Special education staff consult with teachers and use assessment data to identify areas of strength and challenge for students with disabilities. We then provide classroom and testing accommodations, modifications, and resources to support student access to grade level curricula and to work on individualized goals so students can grow and achieve as learners.

Progress monitoring data is used to determine the effectiveness of interventions and guides any necessary adjustments to approaches and methods. Students with an Individualized Educational Plan receive special education services in the least restrictive environment. We offer special class, direct and indirect consult, and resource services as well as a wide array of related services. Depending on individualized needs, students may receive sensory, motor, instructional, technology, and communication adaptations to ensure they can participate and progress in classroom and special area activities. Some students require a 504 Plan and/or medical support plan that details their areas of need and related accommodations.

At the beginning of each school year, special education teachers, related service providers and counselors meet with teachers to provide details related to all support plans. Annual reviews of all support plans are held to review progress with the student's family and develop the plan for the following year. Ongoing communication amongst service providers, teachers and parents/guardians is vital throughout the school year.

3d. English Language Learners:

Enders utilizes an inclusive model for English as a New Language services (ENL) in which eligible students are members of general education classrooms with their peers while receiving the necessary support. Classrooms utilize instructional techniques to promote language acquisition and content knowledge, such as incorporating clear language and content goals; modeling procedures and thought-processes orally and through visuals such as graphic organizers, charts, manipulatives, images, and videos; differentiated instruction such as alternate texts and scaffolding; providing multiple opportunities to use language individually and with peers; Total Physical Response, utilizing gestures, movement, and sounds, such as language games, art projects, and role-play.

Promoting a welcoming and inclusive environment is emphasized through a curriculum that includes character education, multicultural literature, and the study of world cultures. Parents and guardians are often invited into the classroom to join students as they celebrate holidays or cultural traditions.

Eligibility for ENL is determined through a Home Language Questionnaire, oral interview, New York State Identification Test of English Language Learners, and New York State English as a Second Language Achievement Test. Students who qualify for ENL service receive at least 30 minutes of daily ENL instruction. Parents attend an ENL orientation, teacher conferences, and receive quarterly progress reports; bilingual communication is provided as needed.

English Language Learners (ELL) have access to other potential support services including reading support, math support, enrichment, and special education services. The district utilizes a variety of data including formative and summative assessments to determine student needs and inform teachers, parents, and support staff. ELL who have been enrolled in a United States school for less than one calendar year are exempt from

the New York State English Language Arts exam. Current and former ELL (for the first two years) may receive test accommodations of a separate setting, extended time, use of bilingual glossary and/or translated version of state tests, if appropriate.

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

At Enders, we recognize that social-emotional functioning and mental health are directly linked to students' academic success. As a school building, the Second Step curriculum is delivered to students in kindergarten through fourth grade to provide tier one instruction. Second Step focuses on skills for social and academic success. It includes weekly and biweekly lessons taught by the counseling team, with follow up activities that are provided building-wide and within each classroom. Mindfulness strategies are shared weekly with students, staff and families. To help us identify students who may need additional support at the tier two or three levels, we refer to teacher input that is gathered using social-emotional screening tools. Tier two interventions include small group counseling, mentoring, and behavior consultations. Small counseling groups focus on social skills, emotional regulation, community building, and problem solving. Our mentoring program pairs students with adult mentors who work in the building. In addition, high school student volunteers work in our classrooms to assist students with class activities in order to build positive connections with the school community. Finally, the counseling staff meets with teachers to develop, implement and monitor behavior support plans. At the tier three level, we provide individual student counseling, home/school connections and wrap-around support. Individual counseling is offered as a part of IEP and 504 plans, or even short term, when a student is facing a challenging situation or crisis at home or at school. We have added the position of Family School Liaison to provide more intensive support for students in their classrooms as well as connections at home and in the community. The entire counseling team is involved in providing wrap-around services for mental health, behavior management, classroom support, and home/school communication and engagement for students who demonstrate this higher level of need.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

It is paramount that the school environment and culture engage students as learners and citizens so they can flourish academically, socially, and emotionally. Student engagement is a cornerstone of the Enders school community. We strive to create a positive climate in which students are motivated to learn and grow. The instructional approach across all content areas is rooted in an exploratory and inquiry-based model which values wonder and curiosity. On “Wonder Wednesday,” weekly inquiries posed by students are shared during morning announcements, through a digital learning platform, and then student thinking is shared during lunch periods on “Fun Fact Friday.” Classes at all grade levels have the opportunity to utilize the school’s makerspace, which offers experiential learning opportunities. Students can also participate in monthly math challenges and school-wide programs that aim to develop a joy of reading, including “March Madness Book Tournament”, “Blast into Reading Challenge,” and “You’ve Been Booked.”

Differentiated instruction serves as a guiding principle so that each student’s academic needs, learning style, and strengths are considered through a thoughtful and personalized approach. Students are more apt to be engaged and motivated when instruction is accessible and tailored to their interests and abilities. Students in fourth grade complete a learning style inventory; this data informs student confidence, differentiated teaching, and collaborative groupings. Different approaches to learning are celebrated during Enders’ We All Learn Differently Olympics, which features interactive stations that immerse students in authentic learning situations through the lens of those with varying strengths and challenges. These challenges include allergies and other health needs, learning and physical disabilities, sensory needs, visual impairment, and ELL.

Spirit week celebrations, monthly school-wide spirit walks, school-wide community service projects, and Fun Field Day spark enthusiasm for the school community and support the school-wide character education focus on kindness. Every older student in the school is paired with a younger student so that each student is engaged in a “kindness buddy” relationship that fosters a sense of community, connection, and civic-mindedness. Spotlights recognizing acts of kindness performed by students and staff are consistently shared with the greater school community. Enders expresses its pride in its students and their academic and civic accomplishments by presenting throughout the campus displays of students’ academic work and character-building projects, such as Pinwheels for Peace, Chalk the Walk, and Project Connect Anti-Bullying Chains.

2. Engaging Families and Community:

Enders is committed to an inclusive, community-centered approach that fosters partnerships and ensures that every child feels welcomed in our school and engaged in learning.

Home-school communication is essential to maintaining collaborative relationships and positioning families as equal partners in their child’s education. We rely on a variety of communication tools to engage the school community, including a comprehensive school website, email communications, newsletters, online communication tools such as Schoology and Schooltool, and parent-teacher conferences. Supporting learning at home and family involvement are essential components of our program and helps achieve student success.

Enders’ parent and guardian-driven volunteer organization, Home and School Association (HSA), works closely with school staff to provide opportunities and resources to enhance our educational program. The HSA coordinates and funds a back-to-school picnic, guest speakers, field trips, author visits, new recess equipment, and a variety of after-school clubs which provide our students with unique experiences that enhance their engagement and joy of learning. Parents and guardians also frequently volunteer for classroom activities and assist in our library. Connections are made during grade level activity nights, such as math games night, which allows families to experience the curriculum firsthand. In addition, families attend curriculum nights, open house, and student-led experiences such as our fourth grade Haudenosaunee demonstrations.

Our Family-School Liaison is instrumental in engaging our families throughout the school year. Working closely with the administration, the building counseling team, and classroom teachers, the liaison is able to help identify students who may be at risk due to mental health challenges, language barriers, access to resources, and socioeconomic factors. Specifically, the liaison helps families to improve attendance, better connect with the school community, ensure all of our students have what they need for school, and access resources and support that are available in the local community through such organizations as McMahon-Ryan, ACCESS, and Interfaith Works.

Project Building Relationships to Inspire Development, Growth, and Exploration (BRIDGE) is a community service project that matches high school and middle school students with a teacher at Enders to work with their students in a variety of ways, such as reading with students, offering support with spelling or writing projects, engaging in community building activities, playing games, or practicing math facts. Project BRIDGE starts in mid-October and culminates in May and provides support for kindergarten through fourth-grade classes. Currently, 19 of our 26 classroom teachers host a Project BRIDGE high school student with four middle school Project BRIDGE student matches.

3. Creating Professional Culture:

Enders and the F-M district recognize the value of ongoing professional development and are committed to continuous learning opportunities for all. Professional learning is directly connected to the goals and objectives of the district strategic plan and building level initiatives. Activities are aligned with New York State learning standards and support a range of student needs and content areas. To meet the needs of teachers with varying experience levels and a wide range of discipline areas, professional learning is supported in a myriad of ways and settings, including through district professional development day opportunities, graduate courses, workshops, curriculum development, conferences, professional book studies, and customized F-M in-service courses. New teachers are assigned mentors and participate in a new teacher orientation.

Teachers are strongly encouraged to engage in sustained professional learning to advance their skills, share expertise with colleagues, and support the district mission, vision, and strategic goals. On average for district faculty, annual data indicates 13,086 in-service participation hours and participation in 240 conferences and 395 graduate credits. A district professional development team with membership from all schools and disciplines is responsible for the development and revision of the Professional Development Plan to meet the fluid needs of the district and each school.

Enders building level committees such as the Building Planning Team and Literacy Leadership Team (LLT) work collaboratively to determine building needs for further professional development. Examples include a current focus on the science of reading and a flexible scheduling and instructional model such as Whatever I Need (WIN) Time. The Enders second-grade team has determined that the best way to meet the diverse needs of their readers would be to implement a WIN Time approach. Building administration has supported this grassroots effort by offering resources, collaboration time, and professional learning visits to neighboring districts.

Enders is mindful not to limit professional learning to faculty, but ensures that all staff including paraprofessionals, bus drivers, food service personnel and others receive meaningful learning opportunities. For example, Enders staff communicated a need to broaden everyone's understanding of our current character education and social-emotional learning (SEL) curricula. In response, training took place and resources were shared so that students were hearing common language and offered consistent strategies regardless of whether they were on the bus, in the classroom or in the lunchroom. Developing the capacity of any professional who interacts with our Enders students is an essential part of our continuous improvement as a school and a district.

4. School Leadership:

The principal and dean of students have implemented a leadership structure that encourages a multitude of voices to work cooperatively to prioritize student achievement for all learners. Every individual is appreciated for his or her unique interests, skills and expertise; thus, all are encouraged to seek experiences that allow for leadership growth. Content area resource teachers lead by serving as instructional specialists who support their peers through targeted professional development, curriculum development and discussion, and collaborative work that directly impacts student achievement.

Through varied committees such as Building Planning Team, Building Committee, Character Education Committee, LLT, and Site-Based Team, faculty lead and participate in strategic work to support curriculum, instruction and learning. Our LLT is currently revising our ELA instructional framework and curricular program as well as completing an audit to drive future resource selection and professional learning. Site-Based Team is an example of a leadership model wherein teachers, parents and guardians work in partnership to improve student achievement and success within the overall educational experience. The current team goal is to strengthen the link between SEL in the classroom and the home environment so that students are equipped with the personal and interpersonal skills necessary to excel academically and maintain a balanced approach to their wellness as a learner. Student leadership is highly valued as evidenced by opportunities in the school community such as the Kindness Club, Fourth Grade Conductors, and Kindness Buddies.

Through both qualitative and quantitative data, Enders administration has observed an increased need to support students' mental health. We have found that many students are not available to learn until they have a stable foundation of learning readiness competencies and social-emotional skills. Leadership is motivated to shift to a perspective wherein the overall well-being of students is seen as a precursor to academic achievement. The principal and dean of students have become more consistently involved with leading and guiding counseling supports, individualized behavior plans, and specialized programs that focus on providing students with the environment and skills they need to succeed. Weekly meetings with the counseling team are facilitated by administration; the primary focus of the meeting agenda has recently shifted so that individual students in need are highlighted and support plans developed. Administration is finding that by bolstering the SEL and mental health of our students, learners are better able to succeed academically.

5. Culturally Responsive Teaching and Learning:

Enders strives to ensure equity, promote cultural awareness, and cultivate respect both in individual classrooms and across the entire school community. One of our current building strategic goals is to honestly reflect upon how we can better be a school environment that is truly welcoming and affirming of all members of our school. Through genuine dialogue, professional learning, and intentional action, faculty and staff demonstrate commitment to this important goal.

In accordance with the New York State Board of Regents Policy on Diversity, Equity, and Inclusion (DEI), Enders, in alignment with the F-M district, has adopted a culturally responsive-sustaining framework that specifically embeds the ideals of diversity, equity, and inclusion by creating student-centered learning environments that affirm cultural identities, foster positive academic outcomes, develop students' abilities to connect across lines of difference, elevate historically marginalized voices, empower students as agents of social change, and contribute to individual student engagement, learning, growth, and achievement through the cultivation of critical thinking.

Enders ensures that curricula, programs, and activities are accessible to all students, regardless of their disability status, native language, income level, or any other basis. All staff consistently differentiate instruction in order to address the diverse needs and backgrounds of our students. Our ELL teacher works collaboratively to prepare students to become proficient in English so that all students can not only excel in academics, but can also partake in social activities and have the ability to effectively communicate. Financial assistance or scholarships are offered to any family who may need it to participate in school-sponsored extracurricular activities offered beyond the school day. We intentionally focus on equity and culturally responsive teaching and learning. Staff purposely choose current literature and primary sources that are inclusive of people from different racial, ethnic, cultural, religious, and ability backgrounds. Our

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library media specialist collaborates with teachers to ensure our library collection is representative of all people and that read-alouds feature diverse characters and experiences. Teachers discuss all family structures and choose books that reflect those structures.

Our mentoring program allows staff members and students to spend non-academic time together fostering meaningful relationships. Direct lessons on SEL and character education teach students vocabulary and skills about self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. We are committed to creating a collaborative learning environment where all members feel included, respected, valued, and connected by affirming individual identities, fostering relationships, and recognizing diversity as an asset for teaching and learning.

PART VI - STRATEGY FOR EXCELLENCE

While there are many facets to the accomplishments of Enders, it is our district and school commitment to continuous improvement as individual professionals and as an educational system which has allowed us to experience ongoing academic and personal success for our students. Through our district and building strategic action plans, annual goals and measurable action steps are outlined that are rooted in our district vision and mission. This smart goal system, driven by data analysis and research of best practices, serves to keep us accountable as we strive for continuous improvement in each of the district's priority areas.

As a high-performing school, Enders is never complacent or willing to rest on its laurels. Achievement data may show that our students are excelling; yet, when current scientific research on reading indicated that our instructional philosophy and teaching methods were no longer best practice, we swiftly had our LLT begin the arduous process of researching the current science of reading. Equipped with this new understanding, we are in the process of revising our curricular frameworks, literacy assessments, and resources. Another example of continuous improvement is how our school has reacted to the recent data-proven need for more mental health and social-emotional support for our students. We previously had a strong counseling curriculum and program which offered multiple layers of services to students. Recent data indicated that our students' personal, behavioral and emotional challenges were becoming more complex. To promote improvement in this area to best meet the changing needs of our students and families, we increased staffing in the area of our home-school liaison and district mental health coordinator, and recently implemented a behavioral universal screener to help identify students who are at risk of future academic, behavioral, or emotional difficulties.

Enders and the F-M district are also members of the Tri-State Consortium which includes high-performing school districts from Connecticut, New Jersey and New York. We actively collaborate through study groups and site visits. The Enders principal recently participated in a consultancy at a district who was exploring the efficacy of their systemic focus on well-being. Our own F-M district will be hosting a site visit this spring in which Tri-State peers will professionally review and offer feedback on our approach to instructional technology. This networking encourages ongoing professional reflection and has allowed our school to gain further practical knowledge related to innovative practices and to engage in dialogue to enhance our students' learning experience as we strive for ongoing excellence.