

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

Official School Name Bridgewater Elementary - 02
(As it should appear in the official records)

School Mailing Address 510 North Main Street
(If address is P.O. Box, also include street address.)

City Bridgewater State SD Zip Code+4 (9 digits total) 57319-0350

County Mccook County

Telephone (605) 729-2541 Fax (605) 729-2580

Web site/URL <https://www.bridgewater-emery.com/> E-mail jason.bailey@k12.sd.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Jason Bailey E-mail jason.bailey@k12.sd.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Bridgewater-Emery 30-3 Tel. (605) 729-2541

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.

Date _____

(Superintendent's Signature)

Name of School Board President/Chairperson Mr. Jim Hanssen
(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.

Date _____

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

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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	32
1	18
2	24
3	31
4	33
5	21
6	0
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	159

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0.6 % Black or African American
 - 6.3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90.6 % White
 - 2.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 8%

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

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

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(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	159
(5) Total transferred students in row (3) divided by total students in row (4)	0.08
(6) Amount in row (5) multiplied by 100	8

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

Spanish

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

7. Students eligible for free/reduced-priced meals: 35 %

Total number students who qualify: 56

8. Students receiving special education services with an IEP: 17 %
Total number of students served 27

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>2</u> Autism	<u>1</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>2</u> Other Health Impaired
<u>2</u> Developmental Delay	<u>0</u> Specific Learning Disability
<u>4</u> Emotional Disturbance	<u>13</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>3</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 0 %
Total number of students served: 0

10. Number of years the principal has been in the position at this school: 22

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.	1
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 13:1

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	90%	96%	97%	95%	95%
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 X

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.

To educate all students so that they fully achieve their personal and academic potential as lifelong learners skilled in communication, problem solving, and global responsibilities.

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

<https://www.bridgewater-emery.com>

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

The Bridgewater Emery Elementary School in Bridgewater, South Dakota, is located in western Hanson and eastern McCook counties. The school district contains 231 square miles, with an assessed valuation of approximately \$320 million. The towns of Bridgewater and Emery are the two communities located within the borders of the district. Bridgewater and Emery are located on Highway 42 and Highway 262, roughly 30 miles from Mitchell and 45 miles from Sioux Falls. The Bridgewater Emery Elementary School is located in a small community consisting of 479 people. The school district lies directly between two larger school districts with populations of 15,600 for Mitchell and 200,000 for Sioux Falls. The communities of Bridgewater and Emery are agriculturally based, and the majority of the district's students come from farming families.

The Bridgewater Emery School District has three attendance sites. Bridgewater Emery Elementary has Kindergarten through 5th grade, which includes all-day, everyday Kindergarten, and the school is located in Bridgewater, SD. The Bridgewater Emery Middle School and the Bridgewater Emery High School are located in Emery, SD. The school district operates three school bus routes and two shuttle buses between the two communities on a daily basis to transport students to the appropriate schools. The school district has added some new facilities over the past five years. All of our K-5 students and their families benefit from the new football field and track, the new gym, and will have access to the new CTE building planned for this fall.

Our superintendent has been instrumental in making sure our school continues to be a technology leader and has the critical infrastructure needed to support our innovative technology endeavors over the past 22 years. We continue to be early adopters of educational technology. Our students had iPads, Chromebooks, and desktops when it was uncommon for small schools to provide these resources. We believe giving our students access to advanced technology all those years ago has helped us engage students in multisensory learning, ultimately raising their academic achievement. We are very proud to have successfully incorporated the latest technological advances on a yearly basis when it comes to supporting student learning. We provide iPads, Chromebooks, or laptops for all staff members and students in our K-5 Elementary School. Additionally, Bridgewater Emery Elementary has also invested heavily in having interactive videoboards in all classrooms, ensured extensive research-based online resources and programs are available to students and staff at all times, and employed a Technology Coordinator to ensure all programs and equipment operate smoothly. We differentiate instruction by weaving in high-quality online programs with existing curriculum to help mitigate skill deficits for students performing below grade level as well as challenge those students performing above grade level. The results can be seen in the academic achievement scores that exceed the state averages year after year.

We are fortunate to have extremely supportive families and community members. They show support by attending our sporting events, homecoming activities, community picnics, fundraisers, concerts, plays, science fairs, classroom celebrations, and community events held to promote individual programs and students. Additionally, our community members demonstrate their commitment to the school both financially and with their time. The community has strongly supported the infrastructure improvements such as the football field, track, gym, and new CTE building. Parents work concessions at games to help raise funds for our BE Student Boosters Parent Group. This group provides funding for activities such as the K-5 field trip to a movie in Mitchell for a Christmas celebration, root beer floats on the 100th day of school, busing for our numerous educational field trips, food platters for American Education Week, Teacher Appreciation Week activities and One Book, One School, where parents and students read the same book together.

Bridgewater Emery Elementary has focused heavily on the social-emotional needs of our students and community members over the past few years. Through our Project AWARE (Advancing Wellness and Resiliency in Education), Telehealth, and Multi-Tiered Systems of Supports (MTSS) grants, we have been able to offer an extensive array of professional development workshops, trainings, on-site speakers, suicide prevention informational nights for parents, and various programs for students and families, all arranged to help navigate the social and emotional needs during the last five years. Programs such as Cloud 9, Second

STEP, Sources of Strength, Youth Mental Health First Aide, Positive Behavior and Interventions and Supports (PBIS), and PBIS Rewards Advanced Referral System, a program which help us track behavior referrals and positive reinforcement given to students. Relationships have been an important focus, creating a supportive environment and strong connections, leading to increased academic achievement and personal growth.

Engaging students in learning and connecting academic achievement to effort and work ethic has always been a top priority for Bridgewater Emery Elementary School. All staff members take pride in having high expectations for their students. They go above and beyond expectations to help all students obtain high standards of achievement by focusing on hands-on learning, using a research-based curriculum updated every five years, and developing positive relationships throughout the building. South Dakota Content Standards are taught to mastery in every classroom with depth and rigor, leading to the high academic achievement scores obtained by Bridgewater Emery Elementary students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

All Bridgewater Emery Elementary School teachers are required to teach the most recently adopted SD State Standards in each subject area with depth and rigor. Teachers and administrators recognize that each classroom has unique student capabilities, but by utilizing differentiated instruction and meeting mental health needs, we can help students master the state standards. This ensures all students have equal opportunities to master grade level standards. Our teachers use the Standards Tracker within Planbook, an online tool used to document lesson plans and standards taught. This tool allows administrators to track which standards have been taught, how many times they have been covered, and which standards remain to be taught before the end of the school year. Administration can log in and review all K-12 teacher accounts and monitor documentation of standards taught. The K-12 Principal conducts drop-in visits to ensure what is entered in Planbook is what is taught in the classroom. Our teachers formally assess students in the fall, winter, and spring to track progress, and informally assess students weekly to assess mastery and adjust the instructional pace as needed.

Bridgewater Emery Elementary successfully addresses English Language Arts (ELA) components consisting of reading, writing, listening, and speaking skills in our goal to prepare our students to succeed in college, career, and life. Good communication skills are mandatory for all. We focus on the knowledge, skills, and abilities that students should acquire at each grade level to make this goal a reality. We are not only interested in whether a particular standard was “covered” or “taught” on schedule, but we are more concerned about if the student has mastered the critical standards needed to develop great communication skills. We feel it is important to show evidence of learning by using a teach-model-practice-reinforce-mastery strategy for all instruction. Formative assessments include progress monitoring using DIBELS, Reading PLUS fluency and comprehension scores, Cambium interim assessments provided by the South Dakota Department of Education, quizzes, checklists, rubrics, and conferences. Teachers use Cambium summative assessments provided by the SD DOE, for example, to evaluate student performance to provide snapshots of academic achievement over time. Teachers and administrators use assessment data to make decisions about instruction, curriculum, and student support. We use a variety of instructional approaches, such as: teaching reading through writing, reader’s theater, small guided reading groups, large whole group reading of written stories with audio support, mini-lessons to teach specific skills and strategies, writing workshops, online instruction for students while other students are in small groups receiving instruction from a teacher, reading fluency practice, nightly reading requirements, phonemic awareness practice provided by support staff, and focus on informational text to build vocabulary. One of our most popular instructional approaches is a novel celebration we call Holes Day. At the beginning of the second semester students began an in-depth novel study on the book “Holes” by Louis Sachar. Students saw practical examples of figurative language, such as simile, metaphor, and allusions, along with being able to map out a plot structure, and finally identify the five themes of a story. After finishing the novel study, students spent an entire day celebrating their work. The beginning of the day started with a review board game from an TPT author named StudentSavvy and a little snack of sunflower seeds like Mr. Sir. Next, students watched the movie to compare the differences. As a class, the students began to dig holes, but with a twist. Students received individual pudding cups with crushed Oreos and later on a refreshing cup of Sploosh, blended peaches. We want students to “want” to come to school to find out what exciting things will happen each day.

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

Bridgewater Emery K-5 math instruction is based on the South Dakota State Math Standards and the Eight Standards of Mathematical Practices. Teaching our students how to problem solve tends to be our primary focus, as well as teaching the necessary skills and concepts required to facilitate mastery of the SD Math Standards. We use Depth of Knowledge (DOK) and Webb Leveling models to assist with critical thinking skills and strive to deliver inquiry-based instruction to challenge students to become excellent problem

solvers. We use formative and summative assessments to determine weaknesses and measure mastery across grade levels. For example, when we determined our students had trouble with math facts, we implemented counting by multiples beginning in kindergarten and invested in online fluency improvement programs. We also set a school-wide Student Learning Objective (SLO) goal of improving our math and reading fluency in every grade. We also provide a variety of online math programs such as IXL, Happy Numbers, and Zearn. IXL is a comprehensive learning platform that offers thousands of skills across different grade levels, enabling students to practice math problems in a fun and engaging way. It provides instant feedback to students on their progress and offers personalized recommendations based on their individual needs. Zearn is an online math program that offers interactive lessons, games, and activities that align with the South Dakota Content Standards. The platform provides students with feedback on their progress and adjusts instruction based on their performance. Teachers can use both platforms to identify areas where their students are struggling and provide targeted interventions to help them meet mastery of math content. By using IXL and Zearn in conjunction with classroom instruction, teachers can provide a personalized learning experience that meets the individual needs of each student, leading to greater engagement, motivation, and academic success. Our focus on the importance of curriculum alignment is to improve student achievement year after year by ensuring all students receive a coherent, rigorous, and relevant learning experience. Teachers and administration use our curriculum alignment process to identify and fill gaps, eliminate unnecessary repetition, and ensure instruction is appropriately focused on key concepts and skills. Curriculum alignment also allows our teachers to make better choices on what to teach and how much time to spend on a topic. The use of a high-quality, research-based math curriculum is critical when it comes to meeting the needs of our students. Our teachers participate in a curriculum review every five years or as needed if our curriculum materials need to be updated to meet our needs to teach the standards with depth and rigor. We select our materials by spending a year reviewing samples from multiple companies, reaching out to other school districts, and then participating in informational sessions with company representatives.

Again, as described under ELA, all teachers are required to teach SD State Math Standards with depth and rigor. Teachers and administrators recognize that each classroom has unique student capabilities, but by utilizing differentiated instruction and meeting mental health needs, we can help students master the math, reading, science, social studies, and all other required state standards with equal opportunities to master grade level standards. Our teachers formally assess students in the fall, winter, and spring to track progress, and informally assess students weekly to assess mastery and adjust the instructional pace as needed. Paper and pencil pretests, quizzes, and chapter tests from our HMH Into Math curriculum are used to assess initial skills and monitor progress over time. Online programs such as Zearn, Happy Numbers, and IXL, also provide important data to guide instruction and identify skill deficit areas for each student.

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

Bridgewater Emery Elementary ensures all students are provided equitable opportunities to learn current South Dakota Science Standards. Our curriculum focuses on real-world experiences and uses a variety of research-based curriculum such as Mystery Science videos and activities, IXL, and Harcourt Houghton Mifflin Science textbooks. We lean towards inquiry-based learning, where students ask questions, design experiments, collect data, and analyze results. Our 4th graders attend a Water Festival at the University of Sioux Falls on a yearly basis, where they learn about water conservation with hands-on activities. Bridgewater Emery Elementary loves to “celebrate” science by having Science Carnivals where students engage in experiments and watch the “magic” of science in action. Partnerships with staff from local colleges and our high school, allow us to help students prepare for an evening science fair put on for parents and community members. We heavily encourage collaboration and creativity on all levels. We assess students through a combination of formative and summative assessments, such as quizzes, chapter tests, hands-on science experiments, finished science fair projects, and interim assessments available from the South Dakota Department of Education.

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

The South Dakota Social Studies Content Standards are implemented to ensure students of Bridgewater Emery Elementary have the knowledge, skills, and competencies essential to leading productive, fulfilling, and successful lives. These standards are used as a guide, and curriculum materials consist of Story Works,

Scholastic News articles, Harcourt Houghton Mifflin Social Studies textbooks, informational texts in the form of high-interest chapter books with pictures, and online programs such as IXL. Teachers use formative and summative assessments for necessary feedback and to identify gaps in student learning and understanding. Bridgewater Emery Elementary believes strongly in the need for our students to understand historical, cultural, and civic concepts and skills in a meaningful context. For example, lesson content is covered in classrooms in the form of specific stories, historical figures, maps, research, images, and historical documents. Teachers focus on skills for making sense of the past, understanding their neighbors, and exercising the rights and responsibilities of citizenship.

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)

Bridgewater Emery Elementary is extremely proud to offer a 30-minute music class five days per week to all students in kindergarten through 5th grade. We introduce students to a wide range of music and musical instruments. Students in 4th grade learn to play recorders, and students in 5th grade attend the SD Symphony in Sioux Falls on a yearly basis. We hold various concerts allowing students to display their new skills to parents and community members.

Bridgewater Emery Elementary begins Band instruction in 5th grade with a daily private lessons and a group band period held for 30 minutes at the end of each school day. Students perform concerts in conjunction with our music concerts for parents and community members.

Bridgewater Emery Elementary brings in Missoula Children's Theatre every few years. We provide this activity as an excellent opportunity for all students to participate in the presentation of a complete production to the public. Along with acting parts students audition for, students are assigned behind-the-scenes stage jobs.

Our 5th Grade teachers put on a yearly Christmas play with their classes. Students learn about rehearsal tasks, stage requirements behind the curtains, set design, and costume design. Our students also attend One Act Play performances at the high school.

2b. Physical education/health/nutrition

Daily physical activity is critical for thinking and learning. We offer a 30-minute PE/health class five days per week for all students in kindergarten through 5th grade. The South Dakota Physical Education Standards are taught with a focus on what it means to lead a healthy lifestyle. One of the highlights of the year for our students is Track and Field Day for all K-5 students and their families held at the end of the school year. We also have our students take part in Jump Rope for Heart for the American Heart Association.

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

2d. Technology/library/media

Our school library is still a favorite place for our students to check out books. We have a librarian who reads to our students and checks out books on a weekly basis. She takes requests from students and attempts to fill our library with new books every year. We have formal book fairs on occasion, more so before COVID, but we hope to increase our community access to book fairs once again in the near future.

Our teachers use technology in the classroom to provide instructional guidance and support, encourage students' self-reflection, and spark creativity. All our students in grades kindergarten through fifth grade have their own Chromebook, and if students are absent, take the Chromebooks home and access assignments on Google Classroom and Clever. Interactive videoboards are used in the classrooms to project the activity or worksheet and provide visual support to facilitate learning. Short YouTube video clips are shown to introduce lessons or provide background information when introducing new concepts.

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

3. Academic Supports

3a. Students performing below grade level:

The idea of Early Intervention playing an important role in student success has always been part of the conversation. Bridgewater Emery Elementary received a Multi-Tiered System of Supports (MTSS) grant a few years ago to assist with meeting the needs of all our learners. We tailor our services for students into Tier I, Tier II, and Tier III categories after reviewing formative and summative assessment data. After teachers in all classrooms perform initial assessments at the beginning of the school year, they refer students needing assistance for extra help. This usually starts with Title I Reading & Math. We provide academic assistance through a Targeted Assistance Title I program for students in grades kindergarten through 5th grade for 30 minutes per day five days per week. Students needing Tier I services are generally served in the general classroom and progress monitored for rate of learning over time and either kept at that level or moved up to Tier II. Tier II level of supports would consist of Title I Reading & Math services, as well as extra help sounding out nonsense words or help writing numbers from a para, for example, in a small group. Tier III level interventions might consist of a referral for testing through our Special Education department where we would determine how a student learns best and what type of supports are needed. We have a variety of online computer adapted instructional programs that fill the learning gaps, such as Imagine Learning and Zearn.

3b. Students performing above grade level:

Bridgewater Emery Elementary embraces a broad definition of above grade level, so in addition to high academic achievement in the areas of math, science, and reading, we also include creativity, writing skills, musical and artistic talent, communication skills, and moral character. Bridgewater Emery Elementary teachers explain to students why certain assignments have value and gives students choices in what they read or how they show teachers what they have learned. Assignments are often adapted or replaced to meet the needs of the students. We challenge our students by using adaptive software programs that allow students to work above their grade level in math by using Zearn, and read text above their grade level using the Reading PLUS program. Students excelling academically are often chosen to participate in mentoring programs set up for younger students with social and emotional needs, or selected for independent projects or leadership roles. Our teachers want students to be challenged with higher level thinking requirements, not feel like they are assigned more work, so we make sure students have a choice in just what their differentiated instructional assignments entail. Through our student council, students learn through project-based learning geared towards community service. For example, twice per year our students plan a meal for the local Emery Senior Center, prepare the meal at school with adult supervision, serve the meal at the center, give their time by playing Bingo with senior citizens, and then clean up the kitchen.

3c. Students with disabilities:

Bridgewater Emery Elementary works closely with families and provides high quality Tier III instruction to those students who have Individualized Education Plans (IEP) in their least restrictive environment. All school staff, including therapists, teachers, paras, and administrators work together to ensure students receive the services they need to be successful, especially including social and emotional needs. We focus on building relationships with all of our students and ensuring IEP goals and objectives are implemented with fidelity. Accommodations and modifications for students with special needs are taken seriously and include alternative settings, extended time, the reading of tests, alternative curriculum, or the need for a one-on-one paraprofessional to help the student be successful. When a student is identified as performing significantly below grade level on formative and summative assessments, a referral is usually made by the classroom teacher or parent to assess the student's strengths and weaknesses through formal testing looking at ability and achievement gaps. An IEP team is formed to help make decisions on instructional interventions, appropriate settings, whether or not small or large group instruction in or out of the classroom is needed, and consider para support to help the student be successful. If the student does not qualify for an IEP, then a 504 is considered to meet the various other health, hearing, vision, or attention issues, for example, that impact learning in the classroom. We include students with disabilities and celebrate their unique experiences and learning styles. For example, we just celebrated World Down Syndrome Day by having an assembly and had one of our students with Down Syndrome read to our students. We also encourage our students to participate in the South Dakota Special Olympics. Two of our teachers are local coaches, and our staff attend sporting events to support our students with disabilities who compete in the SD Special Olympics. Special Olympics believes that through sports training and competition, people with intellectual disabilities benefit physically, mentally, and socially. School, community, and family relationships are strengthened, both through participation and observation.

3d. English Language Learners:

Bridgewater Emery School District belongs to the Title III Consortium, and this gives our district access to numerous resources, professional development opportunities, and personal coaching for our teachers. We employ one teacher to provide EL services daily to those who qualify. Our LAU Plan outlines the services available, describes the required Home Language Survey and WIDA Screener requirements for those students speaking other languages at home. The EL teacher also meets with families and teachers to develop yearly LAP plans for each student.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Bridgewater Emery Elementary teachers use a variety of strategies to keep students engaged in learning in the classroom. Our teachers know relationships are critical, so every effort is made to get to know each and every student in hopes to relate content to their background and prior experiences to promote understanding. In addition, classes are interactive at times, include games, provide student choices, provide for movement, and limit idle time. We use CLEVER, a personal online portal for students housing all online programs in one spot, and in addition, use Google Classroom where students can find schedules and interactive assignments during the school day or at home. We strive to differentiate instruction wherever possible by recognizing students learn differently and adapt instruction to individual needs. For example, after a teacher has completed a mini lesson delivering the necessary information and instruction during the lesson, a brief formative assessment is conducted. The teacher then walks around the room marking down a student's level of mastery on their clipboard. Students who score a two or below will meet with the teacher for some small group work to assist with mastery of the content. After students have completed their independent work, students will begin work on additional practice through online programs (IXL and Zearn) to assist with mastery.

Our school puts a strong spotlight on social and emotional health since receiving a grant five years ago just for this purpose. The Project AWARE, MTSS, and Telehealth grants have brought many social and emotional efforts to life in our school. We believe our students need to feel safe and form positive relationships with staff, peers, and family members. Teachers use PBIS to set school-wide expectations across every setting and teach the social skills that might be missing. A PBIS committee reviews data and determines if Tier I services (all students), Tier II services (some students), or Tier III services (few students), are needed. These social skills are taught and then students are awarded positive behavior points to reinforce desired behaviors. Students can then use their PBIS points earned to shop in our school store for small toys, school supplies, raffles, or special privileges. We use a tool called PBIS Rewards for data collection to view student points earned or behavior referrals that require a restorative learning opportunity. Our counselor delivers a Tier I level social emotional learning curriculum called Second STEP to every classroom. This curriculum teaches about emotions, friendships, bullying, goal setting and problem solving. Our 5th graders also receive lessons in Sources of Strength, a preventative mental health curriculum, that focuses on the strengths students can lean on throughout their lives in the good times and the challenging ones.

Social Skills Groups are an effective Tier II level service we use to teach missing social skills identified in PBIS Rewards and are designed to help those students who struggle with the skills needed to interact with adults and their peers in a positive way. Staff members work with individuals or small groups who have common skill deficits. Some of the skills that we have been working on include: how to make a friend, how to be a good friend, taking turns, how to handle disappointment, staying on task, and appropriate attention seeking actions and language. Lessons are taught through use of games, models, role playing, discussion, signing contracts, and lots of repetition. Students are given many opportunities during the school day to practice their new skills and, if successful, they are monitored and may not meet in their group every week.

Bridgewater-Emery Elementary School uses a tool in the PBIS Rewards program called CICO (Check-In Check-Out) as an intervention for our Tier II students. A student is assigned a coach who meets with the student at various times during the school day, including before and after school, and the student also checks in with the classroom teacher. It's all about focusing on positive behavior in the student, and being a supportive, positive adult in the student's life. The coach discusses positives that occurred during the day and sends student home with positive feedback for continued success or plans to make better choices the next day.

Project AWARE has also brought many trainings to our staff to ensure that trauma-informed training is provided to all. Some of these trainings include: Adverse Childhood Experiences (ACES), Youth Mental Health First Aid, Enough Abuse, Sources of Strength, Second Step Bullying, PBIS Rewards and PBIS

workshops, Check & Connect, Ruby Payne's Emotional Poverty and NAMI: Ending the Silence. Staff have experienced the importance of meeting students who have traumatic backgrounds where they are to best assist them. We also host family wellness events that give our families the opportunity to learn about mental health.

Therapy Dogs are onsite most days and are trained to help calm students who may be stuck in their big emotions. Once the dogs are done, the hard-to-reach students are typically ready to problem solve and talk a situation through.

2. Engaging Families and Community:

Bridgewater Emery Elementary strives to create a sense of belonging for all students, staff, families, and community members. Everyone's opinions matter and are taken into consideration as much as possible. All of our parents belong to BE Student Boosters, a parent organization set up to help provide assistance, such as for prom or concessions, and resources for K-12 activities, such as field trips or celebrations.

Bridgewater Emery Elementary staff connect with families using a variety of methods and social media apps. For example, we have a school website, a school Facebook page where daily activities are posted, Class Dojo and PBIS Rewards set up to communicate with parents, school email, phone calls, and texting. Our administration and teachers provide opportunities for parents and community members to be involved in the entire process of educating students with a renewed focus on relationships and regular attendance. We regularly invite parents and community members into our schools to assist teachers and students with classroom activities during the day, Fun Nights in the evenings, and programs held after school, such as LEGO League, Girls on the Run (GOTR), Cloverbuds, and basketball. Many of our parents serve as coaches for these activities and assist with character development. Parents are encouraged to be chaperones on field trips, such as Sanford in Sioux Falls or the SD Symphony, as well as come into the school for events like Thanksgiving Feast in 1st grade, and Muffins for Mom, Donuts for Dad Readers Theatre programs. Bridgewater Emery Elementary benefits greatly from the extensive amount of family and community support received year after year.

3. Creating Professional Culture:

Bridgewater Emery Elementary believes meaningful relationships with staff members help establish a school culture where everyone feels supported, valued, appreciated, and has the chance to experience a sense of belonging on a daily basis. We know having enough time to prepare educational activities for students is crucial to effective teaching as is a balance between work and home for our teachers. We have implemented the following to address these critical needs: providing one full hour of uninterrupted prep time by having daily music and PE back-to-back (most schools do not have these special classes daily), scheduling lunch periods without student supervising duties, limiting required teacher recess supervision duties, arranging monthly in-service meetings to focus on professional development needs, scheduling data retreats to focus on formative and summative test scores, assigning mentors for new teachers, and affording options to attend local workshops. All of these activities are designed to support teachers as they guide their students to maximize their academic potential. The administration tries to accommodate scheduling flexibility for teachers to address personal needs as they maintain a balance between home and work. Teachers are given the freedom to implement and teach with methods deemed important by each individual teacher as long as the South Dakota State Standards are taught. The administration is a proponent of the latest research-based curriculum purchased at the direction of teachers and provides extensive online programs to help meet differentiated instructional needs of their students. Teachers and students are supported with one-to-one Chromebooks for all students and interactive videoboards updated every couple of years. Administrators strive to let staff know they are appreciated with ideas such as simple verbal acknowledgements, meals provided by administrators at Christmas and Parent Teacher Conferences, and workroom snacks for Teacher Appreciation Week. Bridgewater Emery Elementary is fortunate to have such an amazing team focused on remaining life-long learners.

4. School Leadership:

The administration at Bridgewater Emery Elementary is composed of the school principal and superintendent. The elementary principal guides the activities and administration of the elementary school under the direction of the district superintendent. The administrators have multiple and varied responsibilities in our small district. For example, the elementary principal also serves as special education director, federal title programs director, and testing coordinator for the Bridgewater Emery K-12 district. Administrators involve staff in key decisions to leverage their expertise and enhance engagement. This engagement leads to more motivated teachers and students resulting in superior academic achievement. Our superintendent and principal are not afraid to jump in and help wherever they are needed, whether that is answering the phone for the school secretary, serving lunch, repairing facilities, or comforting a distraught teacher. Administrators strive to use a team approach when serving the needs of all staff, students, and families. The administration encourages participation, teachers' involvement, open communication, and shared goals when making decisions. Teachers have valuable knowledge and experience to contribute, and growth is encouraged by everyone on the team. Teachers are given the freedom to implement and teach with methods deemed important by individual teachers, as long as the South Dakota State Standards are taught. Teachers are given a great deal of input in decisions involving curriculum and policy. Additionally, students and community members are encouraged to share ideas and opinions that they feel will improve the learning environment. While the administration believes in shared decision making, there are times when tough decisions are required, because it is the right thing to do for the students. Administrators are not afraid to make those decisions, even if they are not popular. This leadership philosophy has been successful in supporting our teachers and students in reaching their shared goal of student attainment.

5. Culturally Responsive Teaching and Learning:

Bridgewater Emery Elementary teachers utilize students' unique customs, characteristics, experiences, and perspectives as tools for better classroom instruction. We teach our students about what culture means by celebrating our students with different backgrounds and helping everyone feel a sense of belonging in our school. Teachers discuss how culture refers to the customs, languages, values, beliefs, and achievements of a group of people. They also take time to respect and acknowledge the diverse backgrounds of each family to make school a safe place for all. Everyone has something to teach others. We take advantage of everything students bring from their personal lives to the classroom and want to know who they are, their backgrounds, their interests, and families. For example, we have students of Pilipino descent. One of our paras is from the Philippines and provided a tasting presentation of foods from her native country. This is one of our most important tools and how we make the standards relevant to all students. We have chosen a research-based curriculum that connects students' experiences and backgrounds to learning materials. We try to help students to see themselves in the text and the examples used in classrooms, as well as on the walls and bulletin boards. A culture of respect is important, and we encourage multiple perspectives to be shared with everyone. We want the students to explore the richness of their own identity and the identity of their peers. Our teachers respect the different experiences our students have had and create classrooms that are powerful and meaningful. Our teachers make sure and place all students in diverse learning groups whenever possible. Cloud9World is an example of a curriculum selected by a committee to meet the needs of our diverse learners. Cloud9World is a social emotional curriculum that is used at the Bridgewater-Emery Elementary for all students in grades K-5. Each character trait is introduced with a story and video, and the stories take place with children and animals from all over the world. We discuss characters in the story and talk about how they change after learning about that stories' character, we role play and talk about what choices should be made in certain situations, we use games, and assign activities to do at home with the option to return to school and share lessons learned. We also learn about animals and other countries, therefore, incorporating it across the curriculum. This curriculum focuses on nurturing strong character to help our children make wise choices and to act on them. The entire school is immersed in these character traits, so we are able to build a positive environment where good character is expected and valued. This is giving our students the tools to achieve success in their lives and in our broader community. Each month a new character trait, such as, integrity, perseverance, gratitude, responsibility, patience, along with an animal mascot, is introduced.

Our students, staff, and families participate in many activities that benefit others in our community. We volunteer our time at nursing homes and senior centers, have hosted food drives for the local food bank, collected socks for the local women's shelter, collected donations for the local animal shelters, hosted penny

wars for various causes, collected plastic bags, collected blankets through FCCLA projects, and hosted coin drives for fire victims.

PART VI - STRATEGY FOR EXCELLENCE

The one practice that has been instrumental to Bridgewater Emery Elementary School's success year after year is the meaningful collaboration between the students, staff, and community when planning educational experiences for our students. Meetings between community members, staff, and students result in planning activities designed to create hands-on experiences that engage students in learning and lead to high academic achievement over time. These events range from presenting a play with costumes and set design, field trips to Sanford Research for science presentations, and One Book, One School where all K-5 students, parents, and many community members read the same book for a particular month. Educational "experiences" last a lifetime, and students tend to remember these events into adulthood. Students discover how to become life-long learners by experiencing the world around them. Along with high-quality instruction using a research-based curriculum, we believe our hands-on educational experiences contribute to student engagement and, ultimately, high academic achievement. For example, community members serve as judges at our annual science fair. Local university staff and students assist elementary science students with preparation for the science fair. The success of this approach is demonstrated by our student's consistent high academic achievement leading to a Blue Ribbon Exemplary High Performing School nomination for Bridgewater Emery Elementary School.

The Elementary Principal and a classroom teacher created a 5th Grade Student Council to help organize events and community activities for all K-5 students, parents, and community members. The primary goals for the 5th Grade Student Council are teaching students to be kind, to help others in need, that learning is fun, and the rewards of giving back to their communities with their time and positive attitudes. These events have been shared on the Bridgewater Emery Elementary Facebook page by posting photos, and descriptions of ways community members and our students support each other. Bridgewater Emery Elementary is most proud of the collaboration between K-5 teachers and nursing home staff in designing meaningful activities for student visits to our local nursing homes, where students in a variety of different grade levels visit, play Bingo, and read books to residents on a weekly basis. Community members and K-5 teachers lead the 5th Grade Student Council with cooking meals in school and transporting the meals to the local senior center, where the students serve the meal and play games with the senior citizens. They also deliver meals to elderly shut-ins around town. We are extremely proud of the academic success and the meaningful community engagement activities implemented for all at the Bridgewater Emery Elementary School.