

U.S. Department of Education
2014 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. Bradley R. Bakle

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

Official School Name Cedarville Elementary School

(As it should appear in the official records)

School Mailing Address 12225 Hardisty Rd

(If address is P.O. Box, also include street address.)

City Fort Wayne State IN Zip Code+4 (9 digits total) 46845-9607

County Allen County State School Code Number* 0291

Telephone 260-446-0110 Fax 260-446-0113

Web site/URL http://cdv.eacs.k12.in.us E-mail bbakle@eacs.k12.in.us

Twitter Handle _____ Facebook Page _____ Google+ _____

Other Social Media Link

YouTube/URL _____ Blog _____ http://parents.mybigcampus.com

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

Date

(Principal's Signature)

Name of Superintendent*Dr. Kenneth Folks E-mail: kfolks@eacs.k12.in.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name East Allen County Schools Tel. 260-446-0100

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

Date

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Neil Reynolds

(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 that it is accurate.

Date

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

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

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, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
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. 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.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 9 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 4 High schools
 - 0 K-12 schools

15 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:

- Urban or large central city
- Suburban with characteristics typical of an urban area
- Suburban
- Small city or town in a rural area
- Rural

3. 7 Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	86	77	163
1	87	86	173
2	104	89	193
3	94	98	192
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	371	350	721

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 91 % White
 - 2 % 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.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 5%

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, 2012 until the end of the school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2012 until the end of the 2012-2013 school year	21
(3) Total of all transferred students [sum of rows (1) and (2)]	39
(4) Total number of students in the school as of October 1	721
(5) Total transferred students in row (3) divided by total students in row (4)	0.054
(6) Amount in row (5) multiplied by 100	5

7. English Language Learners (ELL) in the school: 3 %
18 Total number ELL
 Number of non-English languages represented: 5
 Specify non-English languages: German, Mandarin, Telugu, Lao, Filipino
8. Students eligible for free/reduced-priced meals: 16 %
 Total number students who qualify: 113

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9. Students receiving special education services: 8 %
56 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

- | | |
|-------------------------|---|
| 8 Autism | 1 Orthopedic Impairment |
| 0 Deafness | 3 Other Health Impaired |
| 0 Deaf-Blindness | 9 Specific Learning Disability |
| 1 Emotional Disturbance | 29 Speech or Language Impairment |
| 3 Hearing Impairment | 0 Traumatic Brain Injury |
| 2 Mental Retardation | 0 Visual Impairment Including Blindness |
| 0 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	28
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	5
Paraprofessionals	1
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. 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 26:1

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

Required Information	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

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%

14. 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.

PART III – SUMMARY

Cedarville Elementary School is one of fifteen schools in the East Allen County Schools district. It was built in 1998 to serve kindergarten through grade three students in and around the community of Leo-Cedarville. Cedarville Elementary is located outside of the town of Leo-Cedarville. Although the school has a Fort Wayne mailing address, Cedarville Elementary is located in the unincorporated area one mile outside of Leo-Cedarville and approximately twelve miles northeast of downtown Fort Wayne, Indiana. Leo-Cedarville incorporated into a town in 1996 to better meet the needs of the community. The socio-economic status and ethnicity of residents are reflected in the students of Cedarville Elementary School, where 84.3% are on paid lunches and 15.7% receive free/reduced lunches. The student population is comprised of 91.8% White Non-Hispanic, 1.5% Multiracial, 3.7% Hispanic, 0.8% Black, and 2.1% Asian. Leo-Cedarville hosts a wide variety of businesses, services, and religious organizations, as well as supportive, involved parents, offering a wealth of opportunity for partnerships among the school, families, and the community.

Cedarville Elementary School is deeply committed to its mission to build a solid academic foundation and develop fundamental skills that will lead our students into a lifetime of success.

The vision is that Cedarville Elementary shall be a place of excellence where children can achieve their full potential in their academic, creative, personal, physical, and character development. We are a school that allows students, faculty, parents, and school communities to work together toward a common goal.

The mission and vision of Cedarville Elementary School are based upon the following beliefs:

- all students demonstrate compassion, respect, and cooperation,
- all students are challenged to achieve the highest possible levels of knowledge and problem solving skills,
- all students feel successful, secure and happy,
- all students, families, educators, and the community accept responsibilities in the learning process.

Cedarville Elementary School has a long tradition of academic excellence. The school has been recognized by the Indiana State Board of Education as a Four Star School for eight consecutive years. To earn this distinction, a school must perform in the top 25 percent of all the schools in the state in each of the following four areas: student attendance rates, mathematics proficiency scores, English/language arts proficiency scores, and the percent of students passing both English/language arts and mathematics. Cedarville Elementary School has also earned an “A” from the State Board of Education each year since the inception of the A – F accountability initiative.

Instruction is provided by highly qualified teachers at all grade levels, K – 3. Cedarville’s part-time Instructional Coach provides job-embedded professional development each week through 60-minute collaboration sessions at each grade level, in addition to offering optional trainings. These sessions are data-driven and standards-based, aligned to the individual needs of the teachers to increase the learning of all students. Additional professional development is supported and provided through webinars, book talks, workshops, and additional collaboration between and among grade levels.

The instructional program is conducted primarily in self-contained classrooms. Special education students are served in a combination of classroom and pullout support. The academic program receives support from a part-time Instructional Coach and a Student Assistance Specialist.

Character development is fostered at individual, classroom, and school-wide levels through an anti-bullying program, as well as the Character Counts curriculum. Students earn recognition as “Commendable Cubs” for positive citizenship.

Global awareness is fostered through interactions with Cedarville’s “Sister School”, Hangzhou Caihe No. 2 Primary School, in Zhejiang Province, P. R. China. Visits to and from the Chinese “Sister School” were

made possible in cooperation with Global Indiana.

Parent and community involvement provide extended opportunities for students to learn and develop socially, as well as academically. Families engage in various after-school activities, such as Family Math Night, Family Literacy Night, musical performances, Talent Show, and Parent – Teacher Conferences. The dynamic Cedarville/Leo Parent/Teacher Organization organizes and/or sponsors fund-raising activities and volunteer opportunities, matching classroom needs with volunteer resources. Collaboration with community partners provides learning opportunities including, but not limited to, the following:

- Parkview Kids' Safety Camp
- Northeast Fire Department and EMS First Safety Day
- IPFW (Indiana University – Purdue University, Fort Wayne) teachers-in-training Project-Based Learning Opportunities
- After-school Science Program
- YMCA Latch-Key Program
- Fort Wayne Philharmonic Educational Series
- After-school baton program "Allen County Twirlers",
- After-school "New York Style Dance" Program.

Cedarville Elementary School has one elementary principal, 28 classroom teachers, special area teachers for art, music, and physical education, a special education teacher, a part-time speech and language pathologist, a Student Assistance Specialist, and a half-time Instructional Coach. The faculty and staff are dedicated professionals who work each day to build and maintain positive, productive relationships with students, families, and colleagues – all in an effort to facilitate the optimum learning environment for each child.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

a) Indicators of academic achievement include ISTEP+ (grade 3), mCLASS Reading 3D (grades K-3), mCLASS DIBELS (grades K-3), and CTB's Acuity Assessment Program (grade 3).

Performance levels for ISTEP+ (Indiana Statewide Testing for Education Progress) are Pass Plus (Advanced), Pass (Proficient Plus Advanced), and Did Not Pass, with cut scores re-determined periodically for each grade level and subject. For grade 3, cut scores are determined for English/Language Arts and Math. Data is disaggregated according to sub-groups: Special Education, Limited English Proficiency, Socioeconomic Status, Gender, and Ethnicity.

Performance levels for mClass Reading 3D are based on Fountas and Pinnell's Guided Reading Level system of Emergent Readers (A – E), Early Readers (F – J), Early Fluent Readers (K – P), and Fluent Readers (Q – W). Third graders should read at the Early Fluent Readers level or beyond. MClass DIBELS are comprised of measures to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. DIBELS were designed for use in identifying children experiencing difficulty in acquisition of basic early literacy skills. Specific proficiency levels are based on mClass expectations for Text Reading and Comprehension (TRC) and DIBELS measures as follows:

- Red – Intensive, Progress monitoring needed every 7 – 14 days
- Yellow (acceptable) – Strategic, Progress monitoring needed every 14 – 21 days
- Green (benchmark) – Proficient, Progress monitored every 21-28 days

CTB's Acuity Predictive Assessment provides actionable data linked to instructional resources for further practice and intervention relative to the state's standards. It uses item content that mirrors the content of ISTEP+. It is administered three times a year. Performance is scaled into quartiles: Tiers 1 and 2 (0 – 25% and 26-50%, respectively) are deficient, Tier 3 (51 – 75%) is acceptable, and Tier 4 (76 – 100%) is proficient.

b) Cedarville Elementary third grader students have an excellent ISTEP+ history of performance, especially over the past five years. The percentage of students passing represents the percent of students who have met or exceeded the CUT score for each subject. As can be seen from the data on students performing at PASS+ in English/Language Arts, there is a growth trend of the percentage of third graders reaching that level of performance. In Math, nearly 2/3 of third graders performed at PASS+. The staff is committed to increasing performance levels for all students, including high ability students, by building upon the momentum represented by the increasing percentages of students performing at PASS+.

Cedarville Elementary School students score consistently near the top of the state elementary schools on ISTEP+ testing each year in grade 3. Students scored third highest in the state of Indiana on our ISTEP+ scores in the fall of 2007, fourth highest in the state in the fall of 2008, third highest in the state in the spring of 2009, and eighth highest in the spring of 2010. Cedarville has received recognition for seven consecutive years as being a Four-Star School. To earn this distinction, a school must perform in the top 25 percent of all the schools in the state in each of the following four areas: student attendance rates, mathematics proficiency scores, English/Language Arts proficiency scores, and the percent of students passing both English/Language Arts and mathematics.

There were fewer than ten special education students in 2008-09, 2009-10, and 2010-11; therefore, the percentages of those passing were not calculated by the state. In 2011-12, the percentage of Special Education students in third grade nearly doubled from the prior year, representing 10.2% of the 3rd grade population. The percentage of general education third grade students who passed the Eng/LA portion of ISTEP+ was twenty-one percentage points higher than that for special education students, and nineteen percentage points higher in Math.

In 2012-13, the percentage of general education third grade students who passed the Eng/LA portion of ISTEP+ was eighteen percentage points higher than that for special education students, and eight percentage points higher in Math. This represents a closing of the gap between general education and special education third graders in both Eng/LA and Math over the previous year. These results were achieved through the use of mClass and CTB Predictive Acuity Assessments, which allowed teachers to anticipate and address deficiencies in curriculum, diversity of instruction, or student remediation/intervention.

Students leave Cedarville Elementary School at the end of third grade and move on to Leo Elementary School. Cedarville staff members work collaboratively with Leo staff members to share prior data, responses to intervention, and teacher anecdotal notes.

2. Using Assessment Results:

The School Improvement Plan (SIP) is created/revised annually by the staff and community representatives. A portion of that plan includes the analysis of data from formative and local assessments. The principal, student assistant specialist, instructional coach, and classroom teachers (by grade level or whole staff) assess individual student progress and determine interventions to increase individual achievement. These “data meetings” are designed for the following purposes:

- Analyze individual student growth over time
- Develop instructional interventions
- Develop remediation and enrichment strategies
- Identify areas of strength and areas for growth for the entire student population
- Identify and implement curricular and instructional modifications
- Provide professional development opportunities

MClass Dibels, TRC, and Math results are reviewed and discussed quarterly as grade levels and administration. A team of the principal, classroom teacher, Student Assistant Specialist, and Instructional Coach, analyzes individual student progress on a bimonthly basis. Action plans are created for each student and put into place through the Response to Instruction (RtI) process.

Eight times/year, student performance is evaluated through the use of Beacon 4-week assessments. Results are analyzed monthly and classroom teachers make adjustments. Students are grouped to address academic needs related to standards/curriculum taught over this period. This allows for the adjustment of instructional, curricular, and student performance concerns. Further, biweekly progress monitoring results in revising curricular goals, as appropriate.

Cedarville Elementary administration and staff communicate information with parents and stakeholders regarding tips for success on assessments, the meaning of assessments, student performance results, and the analysis of student performance results in a variety of ways, including:

- District, School, and Teacher Websites
- Administrator and Teacher Newsletters
- Progress reports
- Report cards
- Parent/Teacher Conferences and Individualized Education Program/ Response to Instruction Conferences
- Parent Access to Electronic Grade Book
- Principal’s monthly report to the Parent/Teacher Organization
- Reports to the School Board of Trustees
- Principal/Teacher/Parent communication through direct phone calls, letters, and emails, and/or face-to-face meetings.

3. Sharing Lessons Learned:

Cedarville Elementary School teachers share successful strategies and lessons both within and outside of the district in a variety of ways, including, but not limited to:

- **My Big Campus:** Teachers upload lesson plans to groups/pages on an internet-based system. Other teachers can view these lessons by being a member of a defined group. Staff can request to become members of any group, and thus share ideas with anyone throughout the district.
- **Shared Drive:** Teachers upload documents to a common electronic server folder that all staff within the district can view.
- **Instructional Coaches:** The district coaches gather feedback on curriculum, successful strategies, and ideas for improvement from staff members within their individual buildings. This information is shared with other Instructional Coaches from across the district.
- **Professional Development Days:** The district hosts professional development days where staff members make presentations to their colleagues throughout the district. Lessons include technology, instructional strategies, and classroom management procedures.
- **Dynamic Teaching Series:** East Allen County Schools offers a series of after-school seminars. Past topics have included programming, research-based instructional strategies, state and federal mandates, and technology.
- **Best Practice Showcase:** Hosted by Saint Francis University in Fort Wayne, Indiana, this annual showcase allows teachers from across the state an opportunity to share ideas, expertise, and experiences.
- **As partners in Education with Cedarville's "Sister School",** Hangzhou Caihe No. 2 Primary School, in Zhejiang Province, P. R. China, staff members have shared philosophies, strategies, cultural experiences, and resources with their Chinese colleagues.

4. Engaging Families and Community:

One of the hallmarks of Cedarville Elementary School is the tremendous involvement of parents, patrons, and the community that has existed over the years. This high level of involvement has been consistent since the opening of the school and reflected in Cedarville's history of academic excellence.

The school has very active and involved parents in the school's Parent Teacher Organization. They strongly support our children through volunteering to help students and teachers, as well as supporting the school financially through numerous fundraisers.

Parents and patrons played an active role over the years in strengthening the School Improvement Plan by reviewing, providing input, and sharing areas of concern at each stage in the process of development and revision.

Cedarville's parents reinforce students' perception that school is important, and that home and school work together. Families and community members enthusiastically engage in school-sponsored events. Examples include:

- **Back to School Night** (Over 95% of families attend each year.)
- **Parent-Teacher Conferences** (Over 97% of families participate on an annual basis.)
- **Family Literacy Night and Family Math Night** (Over 80% of families attend.)
- **Family Fun Hoopsters Night and PTO Carnival** (Due to the large number of participants, these events are hosted in the larger high school gymnasium.)
- **Music/Choir Programs** (These programs are hosted at different times for each grade level because each event consistently draws a capacity crowd.)

Collaboration with community partners provides opportunities that strengthen school programs and enhance student learning. Examples include the following:

- Parkview Kids' Safety Camp
- Northeast Fire Department and EMS First Safety Day
- IPFW (Indiana University – Purdue University, Fort Wayne) teachers-in-training Project-Based Learning Opportunities
- After-school Science Program
- YMCA Latch-Key Program
- Fort Wayne Philharmonic Educational Series
- After-school "New York Style Dance" Program.

PART V – CURRICULUM AND INSTRUCTION

1. Curriculum:

Cedarville Elementary School follows curriculum in-line with Indiana Academic Standards. Curricula are bundled together and addressed within monthly blocks to provide seamless instruction; including interventions and extensions. There is fluidity, allowing for a spiraling of knowledge/skills that build upon each other.

Grade-level teams meet bi-weekly to formulate ideas for shared learning experiences and instruction. Grade-level representatives meet bi-weekly with administration and support staff to plan, coordinate, and address student needs. The curriculum identifies desired results within four-week periods by determining acceptable evidence. Data is reviewed at least monthly by all instructional staff. Formative assessments are analyzed within days of receiving the results. Teachers create, log, and abide by individual learning plans through the Response to Instruction and Intervention (RtI2) process. These learning plans may address students either needing remediation or enrichment within subject skills. Plans are modified bi-weekly based upon both formal and informal evaluation. The approach provides a means of isolating curriculum strengths or shortcomings, rather than covering the standards only at a superficial level.

Reading and writing are integrated into other content areas. Best practices are supported by means of an instructional coach who works with teachers through training, classroom modeling, and sharing the latest research. The instructional coach also interacts with staff on "big ideas", which are the core concepts, principles, theories, and processes that serve as the focal point of curricula, instruction, and assessment.

Effective instructional strategies include scaffolding of instruction, modeling, cooperative learning, student choices, self-selected reading and writing, using different modes of reading, activation of prior knowledge, and student responses to literature.

Teachers begin lessons using Essential Questions, which lie at the heart of a subject and promote in-depth inquiry. Essential Questions produce varied, plausible responses, about which thoughtful and knowledgeable people may disagree.

Performance tasks are positioned at the end of topics. These tasks are culminating activities where students apply their knowledge of the multiple indicators taught throughout a period.

The Daily Five, 6 + 1 Writing Traits, and Daily Math Review are essential components of the everyday curriculum. All literacy lessons support learning the five critical aspects of reading: phonemic awareness, phonics, vocabulary, text comprehension, and fluency. Components of the writing process occur daily; with final products created monthly and analyzed cooperatively by grade level teachers through rubrics. Writing components include forming ideas, organization, voice, word choice, sentence fluency, conventions, and presentation.

Science, Social Studies, and Health are taught within the 90-minute reading block where applicable, as well as during content time. Lessons are developed from a multitude of resources.

Pearson's "enVision Math" program provides the core instructional materials for Cedarville Elementary. Hands-on activities or the use of manipulatives drive the instructional experiences. Interactive math activities enhance the exploration and understanding of processes. All provide authentic learning situations that involve critical thinking skills, inquiry and an active learning approach toward understanding. Problem solving skills are a school-wide focus. We use a four-step systematic approach as it relates to math. Steps include finding out what the problem means, choose a strategy to solve, solve it, and look back.

Music, physical education, and art teachers not only teach their subject matter, but also cover specific math and language arts standards during Intervention Time. Additionally, they collaborate with other teachers whenever possible. For example, Cedarville's physical education teacher collaborates with third grade

teachers to integrate math and social studies into gym class. She has developed a pedometer program whereby students track the number of steps taken during gym class and visualize the distance traveled by marking the miles walked while traveling around the United States. Students develop a list of cities “visited,” and find those cities on the map.

Students have access at least one hour each week to one of the school’s two computer labs. During this time, students experience a variety of learning opportunities, which may include math enrichment, building reading skills, word processing, data processing, presentation development, creating publications, and research via the Internet.

All K – 3 classrooms are equipped with SmartBoards to facilitate the use of interactive learning opportunities, applications, and activities. All teachers have iPads that interface with SmartBoards. iPads are also for student use in all classrooms at a 1:4 ratio (one iPad:four students).

2. Reading/English:

a. The literacy goal of East Allen County Schools (EACS) is to ensure that all students will be able to read, write, listen, and speak successfully in compliance with the Indiana English/Language Arts State Standards. The EACS Balanced Literacy Framework is a research-based framework providing the foundation for teachers to successfully engage students in learning at high levels. Individual learning styles and differences are addressed through various teaching approaches that promote individual growth. Balanced literacy instruction addresses the needs of all learners, views teachers as informed decision-makers, is flexible, and is research based. A balanced literacy approach to instruction provides students with daily opportunities to engage in varied reading and writing activities to help them communicate more effectively.

The core reading program provides differentiated instruction which includes special education, high ability, and ELL adaptations. The core is aligned with the Indiana State Standards. The core provides teachers with a systematic approach which scaffolds and spirals instruction, so there are multiple opportunities for standards to be introduced, practiced, mastered, and applied. Instruction provides opportunities for both whole group and small group work encompassing the five scientifically based reading research (SBRR) components: phonemic awareness, phonics, vocabulary, fluency, and comprehension. Teachers use the following elements to provide instruction: Interactive Read Alouds, Shared Reading, Guided Reading, Skill Groups, Listening to Reading, Literature Study, Independent Reading, Shared/Modeled Writing, Interactive Writing, Writer’s Workshop, Independent Writing, Writer’s/Reader’s Notebooks, and Language/Word Study. Interventions and extensions are embedded into the elements in order to provide tiered support.

Daily 5 is the management system that teachers use to implement reading instruction. Students are given choices to read to self, read-to-someone, listen to reading, word work, or respond to literature. Students are able to work at their ability level, thus working within the balanced literacy framework. Teachers also use CAFÉ (comprehension, accuracy, fluency, and expand vocabulary) in their classrooms. The CAFÉ provides a common language for students and teachers to use when discussing reading development. CAFÉ boards are interactive, thus allowing students to post their progress for quick referencing by peers and teachers. The CAFÉ also assists teachers in organizing assessment data to drive instruction. Having organized data enables teachers to confer with students and to set goals which maximize students’ strengths and to address their weaknesses.

3. Mathematics:

East Allen County Schools (EACS) has chosen to use Five Easy Steps to a Balanced Math Program by Larry Ainsworth and Jan Christinson for its approach in teaching mathematics. This is a framework that helps teachers balance essential mathematical components in a systematic approach. The five steps include computational skills, problem solving, conceptual understanding, mastery of math facts, and common formative assessment. Teachers use these steps in conjunction with the district’s core curriculum in planning their instruction.

The balanced math approach incorporates daily math review, concrete manipulation, and mental math to teach computational skills. The review ensures that students get daily practice in procedural math and computational skills. Teachers use classroom observation and data from assessments to choose skills needed for additional review. These skills remain on the review until 80% of students attain mastery. Mental math problems are given to enhance mental calculating and stretch memory skills. Students need to practice math strategies without using paper and pencil. Mental math facilitates discussion and allows students to share strategies with their peers.

Teachers use the district curriculum when planning conceptual understanding units. The curriculum bundles provide the standards upon which teachers focus the units. Math problem solving is an integral part of the conceptual unit. Students become well-versed in the ten problem solving strategies and practice not only solving problems, but also explaining in writing how they arrived at their answer.

The final step of the balanced math process is using formative assessment to drive instruction. This is done by using four-week assessments administered by the district. Data is analyzed and instruction is designed for use during daily math review or during Intervention Time.

Five Easy Steps to a Balanced Math Program was selected by the district because it is imperative that students engage in a multitude of mathematical experiences. This program provides very deliberate teaching and reteaching of computational skills, mathematical reasoning, and problem solving skills. Further, it helps teachers assess student mastery of a concept or skill.

4. Additional Curriculum Area:

Well-known fitness trainer, Jillian Michaels, best sums up the philosophy of Cedarville's Physical Education teacher by saying, "When someone feels strong physically, they feel strong in every aspect of their existence."

When working with and motivating students to be active, the P.E. teacher varies the activities, and does her best to make them interesting. If given options with exercising, students will be more likely to continue to be active and physically fit, contributing to their overall health. Students not only gain a sense of self-confidence, but also begin to understand the benefits of being an active person. Instilling in young students that exercise is important and can be fun is essential in combating the problem of childhood obesity.

At the beginning of each class period, students work on exercises to stimulate both sides of the brain. They engage in various activities, such as Sport Stacking (formerly known as Cup Stacking) and balance sticks, which promote right/left brain function. In doing this, students improve eye-hand coordination and thinking skills. Lessons are skill-oriented, and focus around brain development for children.

In third grade, students engage in a pedometer program whereby students track the number of steps taken during gym class. Students are encouraged to visualize the distance traveled by marking the miles walked while traveling around the United States. Students develop a list of cities "visited," and find those cities on the map.

Students learn to pace themselves when they run in class, and experience a sense of pride when they can run a ½ mile at the end of the school year.

Cedarville students accepted the "Get Fit Challenge" from the Fort Wayne Mad Ants basketball team. The school won the citywide competition during the 2012-13 school year, and purchased new fitness equipment with the \$1000 monetary prize.

5. Instructional Methods:

The Cedarville Elementary staff provides developmentally appropriate differentiated instruction to meet the needs of our students. Classroom teachers incorporate whole group, small group, and individualized instructional methods. Differentiated instruction begins with each student's initial diagnostic testing. Diagnostic tests, progress monitoring results, and student performance determine lesson assignment. The teachers structure learning environments based upon formal and informal measures identifying various learning styles, interests, and abilities. Students are assigned targeted instruction based on needs and interests. Teachers incorporate direct instruction, presentations/demonstrations, classroom discussions, guided practice/modeling, instructional games, mini-lessons, partner or paired peer learning, individual student conferences and multimedia technology.

Technology is effectively integrated within the classroom. Each room is equipped with a Smart Board that allows teachers to implement interactive learning opportunities, applications, and activities. Student classroom sets of iPads are equipped with a variety of engaging educational applications. These resources allow students to self-explore and teachers to engross.

A block of thirty minutes is set aside toward the end of every day to offer enrichment and remediation. Students may rotate out of their classrooms or across grade levels. Plans are developed through regular grade level collaboration. Instructional aides, special area teachers, and support staff are used to alleviate the size of some groups. The art, music, and P.E. teachers focus specifically upon enrichment activities that complement their strengths and integrate them with other subject matter. (An example would be the physical education teacher that teaches putting and chipping in golf. She also ties math and science to her instruction.)

The RtI team meets bi-weekly to review progress and discuss plans with teachers. The team is comprised of the regular education teacher, the special education teacher, school counselor, speech therapist, instructional coach, and principal. Students identified by the RtI process are provided additional small group instruction, as well as the additional time blocked out toward the end of the day. As part of the RtI process, classroom teachers brainstorm ideas that may help underachieving students in classrooms to become more successful. Data is collected over time for each student so that progress can be measured and adjustments to their program made as needed.

Students have computer lab for thirty minutes two-four times each week. During this time, students experience a variety of learning opportunities, including math enrichment, reading comprehension skill building, word processing, presentation development, creating publications, and research via the Internet.

6. Professional Development:

Cedarville's part-time Instructional Coach provides job-embedded professional development each week through 60-minute collaboration sessions at each grade level, in addition to offering optional trainings. These sessions are data-driven and standards-based, aligned to the individual needs of the teachers to increase the learning of all students. Professional development is also supported and provided through webinars, book talks, workshops, and additional collaboration between and among grade levels.

As partners in Education with Cedarville's "Sister School", Hangzhou Caihe No. 2 Primary School, in Zhejiang Province, P. R. China, staff members have engaged in professional development by exchanging philosophies, strategies, cultural experiences, and resources with their Chinese colleagues. These exchanges have greatly enhanced the abilities of our staff members to expand global awareness and understanding for their students through the study of basic Chinese vocabulary and phrases, geography, social awareness, culture, and customs. Teachers have developed a project-based learning series with an emphasis on China and its people. Most importantly, Cedarville's teachers and students have engaged in opportunities that transcend the barriers of language, recognizing and respecting the similarities and differences of individuals, classrooms, schools, communities, and cultures.

Cedarville's Instructional Coach gathers feedback on curriculum, successful strategies, and ideas for improvement from staff members within the building, which she exchanges with Instructional Coaches from across the district on a weekly basis. Following these meetings, she updates staff on new ideas, strategies, and general information.

Each school year, the district hosts professional development days where staff members make presentations to their colleagues throughout the district. Lessons include technology, instructional strategies, and classroom management procedures. The district also offers the Dynamic Teaching Series outside of contract hours. Past topics have included programming, research-based instructional strategies, state and federal mandates, and technology.

Hosted by Saint Francis University in Fort Wayne, Indiana, the annual Best Practice Showcase allows teachers from across the state an opportunity to exchange ideas, expertise, and experiences.

Staff members attending conferences optimize professional development benefits by bringing what they have learned back to the rest of the staff. Examples include Positive Behavioral Interventions and Supports, High Ability, and 6+1 Writing Traits with Kristina Smekens.

Professional development is designed to:

- Emphasize improvement of student learning and performance.
- Support research-based, sustainable school improvement efforts.
- Align with the core principles of professional development.
- Include methods to improve the cultural competency of teachers, administrators, staff, parents, and students.

7. School Leadership

Cedarville Elementary School's mission is to build a solid academic foundation and develop fundamental skills that will lead our students into a lifetime of success. The belief is widely shared by staff members and parents, alike, that the leadership philosophy within the building plays a vital role in transforming the mission from a statement to reality. Staff members are empowered to be leaders in developing innovative lessons that connect the curriculum to the real world and make learning fun. Teachers are empowered to develop individual areas of expertise, and to share their knowledge and experiences with their colleagues. Cedarville is very fortunate to have a mix of veteran and newer teachers. This diversity creates a dynamic environment where staff and students continually learn and grow.

Cedarville has multiple committees. Examples include School Improvement, Response to Intervention, Crisis, Literacy, Grade Level Chairpersons, Technology, High Ability, and Wellness. This allows every individual to play a part in the success of the school and its initiatives, thereby contributing to student success.

Cedarville has one elementary principal who creates a positive climate for the building. He conducts observations of all staff members on a regular basis and gives valuable feedback. He knows the students, and has developed positive relationships with families and patrons. The part-time Instructional Coach provides weekly professional development. This allows staff members to receive tools and strategies to enhance their classrooms. Cedarville's support staff assists in keeping day-to-day operations running smoothly so that teachers can have the maximum amount of time in their classrooms with their students.

Cedarville is fortunate to have outstanding leadership from our Parent Teacher Organization. Parents are welcome in the building, and are encouraged to volunteer in classrooms and assist with events and activities. There are monthly PTO meetings to share information. The PTO sponsors an annual fund-raiser. PTO members also assist in coordinating other events, such as our Back to School Night, Parent-Teacher Conferences, Family Literacy Night, and Family Math Night.

The school schedule allows grade-level teachers to meet every other week to discuss curriculum and instructional strategies. On opposite weeks, the whole staff meets to share ideas and concerns. The goal of these meetings is continual improvement as individuals and as a whole school. All staff members would agree that collaborating with their peers is necessary for the success of the school as an organization, as well as the success of Cedarville's students.

PART VII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: Math

Test: Indiana Statewide Testing for Educational Progress (ISTEP+)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: CTB McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
PASS	96	92	91	94	96
PASS+	63	56	54	53	40
Number of students tested	187	187	170	158	162
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	1	1	0	0	0
% of students tested with alternative assessment	1	1		0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
PASS	88	87	82	95	94
PASS+	44	41	25	50	26
Number of students tested	32	37	28	20	18
2. Students receiving Special Education					
PASS	87	74			
PASS+	61	37			
Number of students tested	23	19	9	7	7
3. English Language Learner Students					
PASS					
PASS+					
Number of students tested	4	1	4	3	1
4. Hispanic or Latino Students					
PASS					
PASS+					
Number of students tested	7	3	5	4	
5. African- American Students					
PASS					
PASS+					
Number of students tested	0	0	1	0	0
6. Asian Students					
PASS					
PASS+					
Number of students tested	5	2	3	1	50

7. American Indian or Alaska Native Students					
PASS					
PASS+					
Number of students tested	0	2	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
PASS					
PASS+					
Number of students tested	0	0	0	0	0
9. White Students					
PASS	96	91	91	93	95
PASS+	63	56	55	53	40
Number of students tested	168	173	158	146	152
10. Two or More Races identified Students					
PASS					
PASS+					
Number of students tested	3	7	3	7	2
11. Other 1: Other 1					
PASS					
PASS+					
Number of students tested					
12. Other 2: Other 2					
PASS					
PASS+					
Number of students tested					
13. Other 3: Other 3					
PASS					
PASS+					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: Reading/ELA

Test: Indiana Statewide Testing for Educational Progress (ISTEP+)

All Students Tested/Grade: 3

Edition/Publication Year: 2013

Publisher: CTB McGraw-Hill

School Year	2012-2013	2011-2012	2010-2011	2009-2010	2008-2009
Testing month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES*					
PASS	97	93	92	95	97
PASS+	35	36	33	35	31
Number of students tested	187	187	170	158	162
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment	4	0	0	0	0
% of students tested with alternative assessment	2	0		0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
PASS	94	84	89	95	94
PASS+	22	32	7	40	33
Number of students tested	32	37	28	20	18
2. Students receiving Special Education					
PASS	78	74			
PASS+	13	16			
Number of students tested	23	19	9	7	7
3. English Language Learner Students					
PASS					
PASS+					
Number of students tested	4	1	4	3	1
4. Hispanic or Latino Students					
PASS					
PASS+					
Number of students tested	7	3	5	4	3
5. African- American Students					
PASS					
PASS+					
Number of students tested	0	0	1	0	0
6. Asian Students					
PASS					
PASS+					
Number of students tested	5	2	3	1	5
7. American Indian or Alaska Native Students					
PASS					

PASS+					
Number of students tested	0	2	0	0	0
8. Native Hawaiian or other Pacific Islander Students					
PASS					
PASS+					
Number of students tested	0	0	0	0	0
9. White Students					
PASS	96	94	92	95	97
PASS+	36	36	32	35	32
Number of students tested	168	173	158	146	152
10. Two or More Races identified Students					
PASS					
PASS+					
Number of students tested	3	7	3	7	2
11. Other 1: Other 1					
PASS					
PASS+					
Number of students tested					
12. Other 2: Other 2					
PASS					
PASS+					
Number of students tested					
13. Other 3: Other 3					
PASS					
PASS+					
Number of students tested					

NOTES: