

U.S. Department of Education
2017 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 Mrs. Kathryn Ann Olssen

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

Official School Name College Wood Elementary School

(As it should appear in the official records)

School Mailing Address 12415 Shelborne Road

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

City Carmel State IN Zip Code+4 (9 digits total) 46032-1599

County Hamilton County

Telephone (317) 733-6430 Fax (317) 733-6445

Web site/URL http://www1.ccs.k12.in.us E-mail kolssen@ccs.k12.in.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*Dr. Nicholas Wahl E-mail NWahl@ccs.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Carmel Clay School District Tel. (317) 844-9961

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 Mrs. Layla Spanenberg
(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, write N/A in the space.*

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. 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. 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 and all subgroups, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
3. To meet final eligibility, all nominated public schools must be certified by states prior to September 2017 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.
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 2011 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: 2012, 2013, 2014, 2015, or 2016.
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 has not been identified by the state as "persistently dangerous" within the last two years.
9. 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.
10. 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.
11. 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.
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.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2016-2017) unless otherwise stated.

DISTRICT

1. Number of schools in the district (per district designation):
- 11 Elementary schools (includes K-8)
 - 3 Middle/Junior high schools
 - 1 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. Number of students as of October 1, 2016 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	57	54	111
1	52	46	98
2	70	49	119
3	69	60	129
4	68	69	137
5	64	64	128
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 or higher	0	0	0
Total Students	380	342	722

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 30 % Asian
 - 5 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 57 % White
 - 7 % 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 2015 – 2016 school 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, 2015 until the end of the 2015-2016 school year	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	33
(4) Total number of students in the school as of October 1, 2015	730
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 18 %
133 Total number ELL

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

Arabic, Argentinean, French, Gujarati, Hindi, Hindustani, Japanese, Kannada, Korean, Malayalam, Mandarin, Nepali, Persian, Portuguese, Punjabi, Russian, Spanish, Swedish, Taiwanese, Tamil, Telugu, Tulu, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 2 %
Total number students who qualify: 16
8. Students receiving special education services: 14 %
58 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 conditions. It is possible that students may be classified in more than one condition.

<u>11</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>4</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>9</u> Specific Learning Disability
<u>10</u> Emotional Disturbance	<u>25</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>1</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 5
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	2
Classroom teachers including those teaching high school specialty subjects	32
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	11
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	21
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

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 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	96%	98%	97%	98%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2016.

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.

15. In a couple of sentences, provide the school's mission or vision statement.
To provide an appropriate educational program and learning environment that will effectively meet the educational, social and emotional needs of all College Wood students.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

PART III – SUMMARY

College Wood Elementary is part of the Carmel Clay School District, located in Carmel, Indiana, on the northern outskirts of Indianapolis. Relocated in 2014 from its original site, College Wood now sits on a 166 acre campus which also includes West Clay Elementary and Creekside Middle School. College Wood is currently the educational home to 739 of the district's 16,041 students, making us the 2nd most populated of the district's eleven elementary schools.

College Wood enjoys the benefit of a diverse student population, in part due to national recognition the city of Carmel has been afforded in recent years. Since 2013, Carmel has been ranked 12th in “America’s Best Cities to Live” (24/7 Wall Street) and third in “The Best Place to Live in America” (Money Magazine). Carmel is home to award winning schools, thriving local and international businesses, and dynamic, family-focused neighborhoods. Our student population represents 11 home countries and 24 native languages. This year College Wood students are dispersed among 23 general education classrooms, six high ability classrooms and one classroom designed specifically to support students with Emotional Disabilities. Our open access media center serves as a hub for reading and research, and is complemented by three computer labs and nearly 200 portable laptop or tablet devices. Students enjoy daily special area rotations among computer, wellness, media, music and art instruction.

Our students consistently rank among the top 10% of Indiana students in annual I-STEP+ standardized testing. They progress through our top-ranked middle schools and high school to become a part of Carmel Clay School’s steady 97.2% graduation rate.

College Wood students are academically challenged through the best practice teaching of our Indiana Academic Standards. All 84 members of our highly qualified staff encourage each and every student to experience excellence, explore opportunities, and realize their full potential. College Wood uses a wide variety of formative and summative assessments to guarantee we are meeting the differentiated needs of all our learners. Students in grade K-5 are also assessed twice a year on the NWEA MAP Assessment to precisely measure student progress and growth. These assessments in both reading and math create a personalized assessment experience by adapting to each student’s learning level, allowing all teachers the opportunity to drive instruction through the use of data.

College Wood strives to instill traits of successful communicators and leaders early in each student’s life through our school wide social and emotional learning curriculum. “Social Thinking” and “Superflex” lessons teach a common language to support students in their own social awareness, self-regulation, emotional management and perspective taking experiences. Within the lessons various characters demonstrate unexpected behaviors while the lead character teaches coping and communication skills and models expected behaviors. Social Thinking language and behaviors have quickly penetrated the atmosphere, affording us opportunities to routinely see and hear evidence of its impact among students in their interactions with both staff and peers.

College Wood recognizes the resources our families and community provide us and value the reciprocal relationship provided by several fundraising endeavors held each year. From a bedsheet drive benefiting hospitalized youth in our area, to various food and coat drives and a grand event to benefit The Leukemia and Lymphoma society, our students learn the importance of philanthropic service while supporting those in need within our own community and beyond. Through these events, a number of students in recent years have been spurred to initiate successful philanthropic endeavors of their own.

College Wood is never devoid partners or volunteers to assist in the classroom or with extracurricular activities. We boast a thriving Parent Teacher Organization (PTO) that provides ample opportunity for parents and community members to engage with students and staff. Quality communication with these partners is critical to creating new relationships and maintaining existing ones. Weekly school-wide informational newsletters, monthly PTO newsletters and continual email and social media communications from teachers all combine to provide our families with awareness of current school, PTO and relevant community activities, opportunities and recognitions.

College Wood teachers, administrators and staff share a clear focus on meeting the individual needs of all students with keen attention on their social, emotional and academic success. Charged with the care and development of more than 730 diverse and impressionable students, we gratefully utilize all the resources, both tangible and otherwise, provided to us in elevating each child to their full potential. We are delighted to share what makes College Wood successful in this endeavor as we apply for the prestigious award of becoming a National Blue Ribbon School.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

College Wood Elementary curriculum is aligned to the Indiana Academic Standards. These standards provide a clear understanding of what students are expected to learn so they will be prepared to succeed in post-secondary education and economically-viable career opportunities. Carmel Clay Schools (CCS) annually evaluates, revises and adopts curriculum that supports the Indiana Academic Standards, as well as our district's vision: Experience excellence...Explore opportunities...Realize potential. The curriculum that we annually adopt is designed to be robust and relevant to real world issues, and reflect the knowledge and skills that our young people need in their foundation for success in college and careers. In our adopted curricula, we supplement with research based programs to differentiate the instruction for the learning styles of our diverse population of students.

Reading: Our teachers offer a research-based, balanced literacy curriculum to ensure that students reach their highest standards in reading, writing, and speaking that are essential to their success in an information-rich world. Using a wide variety of genres and topics, students learn to comprehend, analyze, and evaluate text, and communicate effectively.

The district expectation of 150 minutes of daily literacy is implemented with fidelity at College Wood Elementary. This time is protected from interruption to maximize student learning. During this literacy block teachers differentiate literacy instruction by using whole group reading, small guided reading groups, word work, student-teacher conferences, peer cooperative learning, phonemic awareness and pre-reading skills. Our current reading curriculum is science and social studies based. It builds background knowledge by inviting students to activate prior knowledge, encourages students to share knowledge and experiences through ongoing dialogue, accelerates growth in reading proficiency using rich authentic, multicultural literature and supports the teacher in his/her intent to differentiate instruction.

Our reading program includes a collection of books for students to learn skills and strategies. Students apply these skills and strategies using the leveled libraries which provide suitable books for all levels of readers, and through structured and flexible grouping materials provided to all classrooms. Thinking maps and strategic reading activities provide our students with opportunities to develop reading skills. Scaffolding strategies are implanted to check for understanding and identify any need for modified instruction. Direct instruction and interactive activities for vocabulary (content and academic) support the curriculum's vocabulary. Clearly identified objectives and tested skills inform instruction.

College Wood's math instruction is a 75 minute block of time dedicated to ensuring students master key concepts as outlined in the Indiana Academic Standards. The math curriculum is designed to continually revisit concepts, and to spiral back, which makes the relationship of a strong mathematics foundation evident in a child's success in the subject. The repeated exposure of the topic gives way to an increase in conceptual understanding, thus strengthening the depth of knowledge. A workshop model is implemented to support collaborative work, and to provide a format for teachers to meet with small groups, hitting topics/content where students need differentiated support. Collaborative learning occurs in math, as it does in all subjects, to increase a child's confidence in defending their reasoning, and enforce the skills they are learning in both whole group and small group settings. To support the development of this foundation and ensure that every child has the opportunity to succeed in math, we also provide math intervention. This intervention is described in more detail later in this report.

College Wood utilizes a writing curriculum that is best described as a framework with explicit instruction, and ample time to practice. We pursue curriculum in which young people want to invest, and find it works best when the student is allowed to choose their own topic to write about. We teach students to develop and refine strategies for writing across curriculum, including opinion/argument, informational, and narrative writing. Complexity in writing increases as the teacher coaches the student through exposure of exemplar texts, modeling, and conferring. This curriculum naturally lends itself to differentiation as the student/teacher conferences pinpoint areas of development, for which the teacher scaffolds the lessons to fit

that child's area of need.

College Wood students explore scientific concepts and learn to solve complex problems as they participate in scientific inquiry in all grades. A rigorous curriculum, research-based strategies, and an inquiry approach to instruction prepare students to use scientific habits of mind to solve problems in their everyday lives as well as to tackle society's most complex issues. Through these high quality, hands-on experiences, students acquire a rich knowledge of science and develop an appreciation for its relevance and significance to their lives beyond the classroom.

Carmel Clay's goal for all learners is to provide a balanced social studies education that fosters social understanding and influences students to become effective citizens in our multicultural and interdependent world. To achieve this goal, we provide social studies instruction through historical and current contexts. The Indiana Academic Standards serve as a guide for our social studies curriculum, with a focus on history, civics and government, geography, and economics. As a district we specifically highlight the foundational skills of civics and government in a variety of ways. We have a vertical curriculum that teaches students about our local, county, state and national government. Within this curriculum we enhance our instruction and engage our students through a number of learning simulations and field trips. Second grade students visit Carmel's local historical society and fourth graders take a walking tour of all our state government offices in downtown Indianapolis. Fifth grade students spend time learning about nationally elected positions and attend a day long field trip at our local Junior Achievement Biz Town where all their elementary social studies knowledge intersects. This year College Wood also simulated a full mock Presidential election and we continue to maintain a student council organization for grades 4 and 5. Online textbooks, quality simulations and interactive tutorials provide hands-on learning experiences which produce lessons that are fun and impactful.

2. Other Curriculum Areas:

Media, Art, Music, Physical Education, and Computer/Technology are College Wood Elementary's special area classes. Students in kindergarten through fifth grade rotate through our specials programming every day of the week for a 50 minute class. All special area teachers collaborate with classroom teachers to support classroom initiatives, as well as following a curriculum pursuant to the Indiana Academic Standards.

The library media program strives to create and support an environment in which all learners become effective users of ideas and information to achieve the standards set by the state of Indiana and Carmel Clay schools. The goals of the library media program are to cultivate a love of learning, provide a broad range of quality resources to support the curriculum and to support recreational reading interests, teach students to become effective and ethical users of print and electronic information, and to encourage students to become lifelong readers. Students come to a weekly class in the media center where the lessons are tied to classroom instruction. Makerspace is a part of our media program as it supports STEM learning and a high level of student creativity.

Students are exposed to hands-on learning experiences that address the National and Indiana State arts standards and allow opportunities to work in different mediums. Additionally, students have many opportunities to share artwork with the community. Examples include artwork displayed at the district office as well as the Smallest Art Gallery in downtown Carmel. Our art teacher highlights various artists throughout the year, so students can learn from their specific style. Through descriptive feedback, students can refine and hone their art skills. Outside of class, our art teacher provides opportunity by offering an after school art club to our students.

Music is a weekly class provided to all students. It is an interactive experience that allows students the opportunity to work with both vocal and instrumental expression. Students also study the historical relevance of different composers and work on pieces that are related to their time period. Beyond the weekly class, our music teacher leads various vocal productions each year, including kindergarten's "Special Person Day" performance, first grade's Thanksgiving production, second grade's "Music in March" show, third grade's Veterans Day recognition, and an after-school choir available to all fourth and fifth graders which performs at a number of school and community events each year.

The goal of the physical education curriculum at College Wood Elementary is to develop individuals who are proficient at movement and who can use physical activity to maintain and develop fitness, develop skills for sports and recreation, use movement in various ways, and to promote lifelong physical activity. Students are encouraged to set and meet their own fitness goals as part of their fitness program. Our physical education teacher works to engage students and their families through programs that encourage wellness in and out of the classroom, including walk or bike to school days, Hoops for Heart, and Jump Rope for Heart. The physical education teacher provides periodic physical activity breaks throughout the day for students who need it.

Technology as a special area class takes place in the computer lab, where the computer teacher works closely with classroom teachers and administration to devise a curriculum that reflects the ever growing need of increasing use and understanding of technology. The integration of technology into the classroom and curriculum has progressed in recent years from the initial encouragement of students to bring their own devices to school, to the PTO purchasing iPads and Chromebooks for staff members to use with students, to this year's adoption of multiple devices (iPads, Microsoft 360, Chromebooks) by Carmel Clay Schools for implementation of device usage across subjects. The variety of devices provided by the district encourages teachers and students to choose the device that best suits the task at hand. In addition to the mobile carts of these devices, College Wood has three computer labs available for small or large group use as needed. Additional uses of technology include a newly adopted online learning management system to help teachers, students and parents work collaboratively in a shared technology environment, and student-run CWE-TV studio where live televised morning announcements are broadcast for the school. Fifth grade students run the news studio as anchors, technicians, producers, and script writers. Much of our professional development and our school improvement plan revolves around the integration of technology.

3. Instructional Methods, Interventions, and Assessments:

College Wood ensures that our students have access to rigorous, grade-level curriculum and highly effective, scientifically based initial instruction. A rigorous standards-based curriculum, vibrant research-based instructional strategies, and a comprehensive assessment system comprise the foundation for excellence in teaching and learning. To ensure high quality instructional programming, all Carmel Clay schools engage in an extensive program evaluation process to assess the effectiveness of these components as well as their alignment and articulation across all grade levels. Ensuring that each and every student achieves his/her potential requires a comprehensive assessment system that identifies individual student needs and provides valid and reliable data for curricular planning. Our balanced assessment system includes both standardized and locally developed measures that offer summative and formative feedback to all stakeholders: students, parents, staff, and community. Together, these assessments provide the basis for data-driven decision-making for both systemic program design and instructional planning for individual students. Multiple delivery systems are also utilized to provide challenging and rigorous experiences to high ability students whose academic needs require differentiated instruction within or beyond the general education classroom. To meet these diverse needs, we have High Ability classes in 2nd through 5th grades. Advanced math classes, for students who are performing above their grade level, are provided to qualifying kindergarten through fifth graders. In all classrooms a Daily 5 model is implemented where teachers' guided reading groups are flexible and driven through frequent formal and informal gathering of data. Instruction is also delivered through a fluid workshop model in both language arts and math. A gradual release of responsibility model is prevalent at College Wood so that students are given scaffolded instruction with an "I do, We do, You do" philosophy. This model allows a shift of responsibility from the teacher to the students. NWEA data and learning continuums are used to inform instruction as it relates class placement, as well as guided learning groups mentioned above.

To ensure all students strive toward high expectations for learning, a variety of research-based interventions that target specific learning deficits are systematically employed in a three-tiered Response to Intervention model. College Wood Elementary has a Building Based Team (BBT) which meets every six to eight weeks in response to students who are needing Tier 2 and Tier 3 intervention. We provide reading intervention in small group settings, as well as individually, that focuses on comprehension, fluency, and vocabulary. A math intervention has been adopted which has proven to be a wonderful addition to the math curriculum that

we currently support in Carmel Clay Schools. This math intervention is a skill-based, multi-sensory program that helps to produce confident problem solvers who enjoy the study of math. Students learn math concepts, ideas, and applications, and the facts, rules and formulas that support them.

To add to the diversity of our student population, College Wood Elementary is one of two schools in Carmel Clay Schools which houses an Intense Behavior department. Students served by this program have significant behavioral struggles and are supported in the classroom by instructional aides who assist them in meeting their highest potential. Private offices, incentive programs, additional brain breaks, and interventions are incorporated into these students' daily schedules so they may participate with their peers in the general education and High Ability classrooms. Our Special Education resource department is separate from the Intense Behavior program, yet works closely and shares resources in order to form a tight knit support system for our most intense children to succeed socially and academically.

Extensive professional development prepares all staff members to support the district's expectations for student learning. Planned collaborative processes facilitate implementation of research based instructional strategies, promote innovation, and afford opportunities for teachers to work in partnership to help all students experience excellence, explore opportunities, and realize their potential. NWEA, an assessment adopted a couple of years ago, has been the focus of much professional development. Through this assessment we have targeted areas of potential strength, as well as potential weakness, and provided direct instruction in response to the data. As a result, student growth has proven NWEA to be a winner in supporting our goal to differentiate our instruction.

To address the academic and social needs of our English as a New Language population, students take the WIDA assessment to document progress and mastery of the English language. College Wood, along with Carmel Clay Schools, stands by the WIDA "Can Do Philosophy" which is recognizing and building upon the assets, contributions, and potential of culturally and linguistically diverse children and youth. Students who arrive at College Wood as "level 1" are provided a newcomer curriculum, as well as support in class to provide encouragement during this feeling of uncertainty and transition to a new culture. WIDA test results provide teachers with a framework of "Can Do Descriptors" across subjects, and the students' proficiency level in linguistic complexity, vocabulary usage, and language control. This data is used in conjunction with NWEA, classroom assessments, and informal observations to provide programming and accommodations suited to the level of the learner.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At College Wood Elementary, we ensure that we are meeting the needs of all students socially, emotionally, and academically by being responsive to their needs in a variety of ways. Our rigorous curriculum provides equitable and challenging learning experiences which allow our students to develop critical thinking and problem solving skills. Teachers provide students with stimulating learning experiences by examining formative and summative assessments to meet students at their developmental level. College Wood provides an advanced math option, balanced literacy approach, and tier one, two and three instruction in order to differentiate pedagogy and instruction based on student need. Teachers monitor student understanding daily and engage students in their learning through collaboration, small group and individual conferring opportunities, and self-reflection. A Building Based Team (BBT) assists in personalizing instructional strategies and interventions to address individual learning needs of students. The Building Based Team and grade level teams meet on a regular basis in order to provide a collaborative learning environment for teachers to improve instruction and student learning. College Wood utilizes the Social Thinking and Superflex curricula as our social and emotional learning programs to support both teachers and students in their social thinking skills. These curricula have helped our teachers and staff develop a common language when teaching social and emotional skills to students. Our social and emotional learning program, partnered with bullying awareness, study groups, and a mentor program with Carmel High School students, support our students in meeting their social and emotional needs. Finally, the CWE staff volunteer throughout the year to host Fun Clubs, which are activity based student clubs led by teachers that run after school during the fall and winter.

College Wood's culture is characterized by teachers and stakeholders as being one of community. Professional development, both at the district and school level, as well as individual, embedded professional development with the on-site instructional coach, assist in supporting teachers. The school values having opportunities for teachers to engage with each other to promote fellowship. Each staff member is part of the Social Committee and teams up to schedule an on-site and off-site social event each month. Teachers may also volunteer to host an off-site game night each month, and each team participates in the monthly Breakfast Club, which includes preparing breakfast for the staff. Within the PTO, a group called the "Friday Bakers" brings in delicious home baked goods for staff to enjoy monthly. At College Wood all staff feel valued and supported through these many efforts and more.

2. Engaging Families and Community:

College Wood is fortunate to have a strong relationship with our community stakeholders. Our supportive parents value education and play an active role in the school. Teachers and stakeholders value communication and an open dialogue to foster student growth. College Wood has a comprehensive website in which we are able to share knowledge and both building based and district information with stakeholders. Parents can access individual data and performance results through a password protected portal. Teachers also have access to grading tools to share student progress with parents regularly through the online portal. College Wood has an automated system, called School Messenger, that is used to notify stakeholders of district and building based news, including changes in procedures, newsletters, and other educational opportunities. The School Messenger system is capable of reaching parents through email, and via home, work, and cell phone numbers. College Wood also appreciates the use of social media to communicate with families and stakeholders regarding important events, news, and special happenings. In addition, during the 2016-2017 school year, teachers have begun to implement a learning management system (LMS), called Canvas, to communicate with parents regarding classroom news, resources, and other important information. All teachers utilize voicemail and email to foster direct and regular communication with parents. Parents are often invited to attend our Building Based Team (BBT) meetings for their child to discuss student progress, strategies, and interventions so that all stakeholders have an aligned vision for the students' progression of their education.

College Wood values utilizing our varied resources to support those in need. We have a Student Council

that organizes drives and collections to provide for those in need including a sheet drive benefiting hospitalized youth, food drives, and coat drives. College Wood values the reciprocal role of supporting those in need in our community and teaching our students the importance of philanthropy. Our school also hosts an annual Leukemia and Lymphoma Society event to raise and donate money to this charity. Our Parent Teacher Organization (PTO) is a great link for families to be involved and support our school. Our PTO sponsors many events throughout the school year, including general PTO meetings, Family Bingo Night, the Scholastic Book Fair, seasonal celebrations, and the College Wood Carnival. College Wood is fortunate to have such a strong support system from its stakeholders.

3. Professional Development:

College Wood supports a well-rounded and differentiated approach for professional development. Professional development opportunities are derived from multiple sources including our School Improvement Plan, which is based on student achievement data, district initiatives, administrator meetings, and professional development with the on-site instructional coach. The School Improvement Plan helps teachers and administrators understand instructional needs based on student data from the previous year. District initiatives include differentiated professional development in all newly adopted curricula, an understanding of strong pedagogy based on research, intervention support, and technology support. The district provides on-going development with a multitude of summer offerings such as a technology conference, #C4, as well as both day time and evening sessions for teachers to train on professional areas of their choice. In addition, administrators attend a summer retreat, participate in book studies, and attend regular bi-monthly meetings focused on district initiatives and data. College Wood's on-site instructional coach participates in regular bi-monthly professional development at the district level. Our school also has five lead teachers who attend quarterly professional development sessions at the district level with the intent on bringing back information to share with staff. A working professional development plan is then created based on district initiatives, the school's improvement plan, and local student data.

College Wood's professional development is differentiated, embedded, and thoughtfully placed in terms of how it is best delivered to teachers. The goal in mind is that the professional development builds capacity within teachers to become leaders and works to best meet student learning goals. Professional development is delivered through a variety of avenues. Staff members receive training at after school faculty meetings, grade level collaborations, release time for teachers, and during embedded instructional time with the instructional coach, depending on which method best suits the topic. For example, professional development on the district's new writing curriculum was best delivered through grade level release time so that it could be differentiated based on grade level. Professional development on our school's social and emotional learning was best delivered in a number of all teacher faculty meetings so that everyone heard the same ideas and teachers were able to see the big picture approach collectively. Technology support was best delivered through individualized release time based on teacher need and level of expertise. Professional development could also be self-selected within an area of focus in which teacher leaders are sharing best practices with others. Finally, best practice and pedagogy support is best delivered through individualized professional development with a teacher or team and the instructional coach through co-planning and co-teaching opportunities with built-in reflecting conversations. Through this differentiated and embedded professional development approach, teachers and administrators are able to regularly plan, participate, and reflect on new learnings and its impact on student achievement.

4. School Leadership:

Collaboration and shared leadership are common themes at College Wood when it comes to the philosophy of our school leadership. The principal and the assistant principal are the instructional leaders of our school, ensuring that all teachers have a common understanding of our philosophy and supporting teachers in developing leadership skills. In addition to the principal and assistant principal, we have several teachers who serve in leadership roles including the technology coordinator, lead teachers, committee chairs, and the instructional coach. We also have teachers serving on the School Improvement Committee who analyze student data, write student learning goals and help develop strategies to meet these goals in accordance with the professional development plan. Administrators and teachers who serve in these roles meet throughout the year to continue to foster the growth of both teachers and students. While the role of each of these

school leaders is different, they share a common vision—fostering a positive student learning environment that promotes respect, responsibility, and life-long learning in an ever-changing world.

Not only do our teachers embrace the philosophy of collaboration and shared leadership, our teachers also understand that in order to grow, we must take risks, make mistakes, and lean into failure. This philosophy is evident through our professional development in which administrators and teacher leaders model pushing themselves out of their comfort zones to take risks and try new ideas. Because this is modeled by school leaders, all teachers come to respect this philosophy in order to embrace this within their own classrooms and with their own students. In turn, students embrace it as it is modeled within their classrooms by their individual teachers. This growth mindset drives us toward new learning and innovation. Coupled with this growth mindset is the question at the root of all we do, “what is best for kids?” College Wood makes it very clear that our goal in any decision making centers around this question. From decisions on strategies and interventions, from our Building Based Team (BBT) to empowering teachers, through professional development, to the smallest decisions on conferring with students, all teachers embrace this philosophy of making decisions based on what is best for kids.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

College Wood teachers and staff value educating the whole child and providing a focus on the social and emotional well-being of all students. Recently, College Wood has implemented a social and emotional learning program called Social Thinking that addresses teaching specific social and emotional skills to all students. The year before implementation, administration and teacher leaders led a semester long professional development to paint the big picture of the program, build background knowledge and support for the importance of implementation, and educate staff on the common language so that all teachers would develop a common understanding of the program and approaches.

The Social Thinking program includes Social Detective, The Incredible Flexible You, and Superflex. These three curricula teach a common language for both teachers and students, strategies and tools for being a social thinker, and specific strategies to use in different types of social situations. In addition to this being embedded into each classroom it benefits our special education population who also receive explicit instruction in this area so that skills can be generalized more easily into other settings.

This Social Thinking program is encapsulated into the school culture. Teachers and staff use a common language when teaching specific skills so that the language is embedded in the classrooms, hallways, and lunch room. Because this program is school-wide, we have whole-school quarterly assemblies to introduce new content and recognize student leaders in these social and emotional areas. Direct instruction of particular skills is then provided in each classroom and grade level.

Within this year one of implementation, we have seen dramatically fewer office referrals because we are empowering students and teachers with the language and skills to navigate social, emotional, and academic situations. Social Thinking has supported students by fostering the growth of self-regulation skills, recognizing distractions, utilizing coping strategies, developing self-awareness and perspective taking, and empowering them with different organizational systems. Social thinking skills underlie all we do each day from how to work effectively with a group, to critical comprehension skills and understanding the perspectives of a character, and to organizing a structure for writing and generating ideas. Social thinking skills have become essential to fostering life-long learners and answers the question about what is best for all kids.