

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 Mr. Devon Marine

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

Official School Name Eden Elementary School

(As it should appear in the official records)

School Mailing Address 8185 North State Road 9

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

City Greenfield State IN Zip Code+4 (9 digits total) 46140-9017

County Hancock County

Telephone (317) 326-3117 Fax (317) 326-2191

Web site/URL http://eden.gcsc.k12.in.us E-mail dmarine@gcsc.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. Harold Olin E-mail holin@gcsc.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Greenfield-Central Community School Corporation Tel. _____
(317) 462-4434

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. Retta Livengood
(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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 8 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	26	14	40
1	17	25	42
2	27	25	52
3	22	17	39
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 or higher	0	0	0
Total Students	92	81	173

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 94 % 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.)

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 11%

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	21
(4) Total number of students in the school as of October 1, 2015	195
(5) Total transferred students in row (3) divided by total students in row (4)	0.108
(6) Amount in row (5) multiplied by 100	11

6. English Language Learners (ELL) in the school: 0 %
0 Total number ELL

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

7. Students eligible for free/reduced-priced meals: 25 %
Total number students who qualify: 43

8. Students receiving special education services: 20 %
34 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.

- 0 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 1 Emotional Disturbance
- 0 Hearing Impairment
- 1 Mental Retardation
- 0 Multiple Disabilities
- 0 Orthopedic Impairment
- 5 Other Health Impaired
- 4 Specific Learning Disability
- 23 Speech or Language Impairment
- 0 Traumatic Brain Injury
- 0 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 3
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	1
Classroom teachers including those teaching high school specialty subjects	9
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	3
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	7
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 19:1
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	98%	98%	98%	97%	97%
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.

Learning for All, All for Learning

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

Eden Elementary is a K-3 school in a rural setting eight miles north of Greenfield Indiana, on the northeast corner of State Road 9 and State Road 234. The building typically has an enrollment of approximately 200 students and houses two or three sections per grade level. Eden Elementary is one of four elementary schools in the district. The ethnic makeup is 94% Caucasian, 2% Hispanic, 2% Asian, and 2% multiracial. Around 25% of our students qualify for free or reduced lunch assistance. Greenfield is located about 25 miles east of Indianapolis in Hancock County. The population of Greenfield is around 21,000 with a median household income of around \$52,000.

The "World Famous" Eden Elementary has been named a Four Star School (scoring in the top 25% on our state ISTEP+ test) for the past two years in a row and has been named an "A" rated school for the past six school years. Eden typically scores in the low-mid 90 percent range on ISTEP+ for both math and ELA. Traditionally, scores are a bit higher on the state IREAD-3 reading assessment for third grade students (98-100%). The school staff is made up of nine classroom teachers in grades K-3. Additionally, the school has one full-time special education resource teacher and one related arts teacher. Eden has many part-time professionals in the building including the following: a speech/language pathologist, a literacy coach, a math coach, a technology integration specialist, and a social worker. We have a dedicated and experienced teaching staff. Non-certified staff members in the building include seven full-time instructional assistants, three kitchen staff members, two custodians, one health assistant, one library assistant, and one secretary. The school has one administrator.

Eden students in Full Day Kindergarten and in Grades 1 through 3 participate in three related arts classes. These include physical education, art, and music. This year, there are two full day kindergarten classes. Teachers utilize research-based curriculums for the subjects of reading and math to help the school meet and exceed state standards. To help meet every learner where they are academically, Eden Elementary supports our students with the use of special education services, Response to Intervention, as well as traditional classroom support. Special education students receive many levels of service from inclusion, small group instruction, individual assistance, to consultation only.

Eden Elementary is fortunate to have an amazing and caring staff. This staff is highly-trained and has been very successful in implementing the school-wide strategies. We can attribute much of our success to implementing a Professional Learning Community model, PBIS supports, encouraging higher order thinking, integrating technology, and collaboration with our math and reading instructional coaches.

We are currently in our third year of implementing a PLC model. This model really has changed our approach to student learning. Each week, our teachers have a focused time set aside to meet to discuss curriculum, instruction, and assessment. The Eden teachers bring their student data to each meeting and use that to identify growth or stagnation, then adjust their instruction to meet the needs of each learner. We spend a lot of time determining what to do when students have or have not achieved mastery, then our trained staff implement instructional approaches to correct misunderstandings.

There are just three simple rules at Eden Elementary, which we call our Eagle Expectations. We expect all students to be respectful, be responsible, and be ready to learn. We have used this approach as the foundation to our positive behavior strategies. Students who are following our Eagle Expectations can become eligible for individual or classroom incentives/rewards. Additionally, Eden Elementary has implemented a character education program and a model we call the Five Healthy Habits. The Five Healthy Habits (1. Be a Chooser, 2. Plan Ahead, 3. Consider the Needs of Others, 4. Listen First, 5. Work Together) have provided us a common language to use to promote positive social behavior and have helped develop leadership amongst our students. Each week, our 3rd grade students have an opportunity to lead our video morning announcements for the whole school. This alone has instilled a heightened sense of self-confidence and strengthened listening and speaking skills in our third grade classrooms. In addition, each teacher nominates a "Leader of the Week." The Leader of the Week is someone who has gone above and beyond in following our Eagle Expectations and those students get their pictures displayed on the Leader Board in the main hallway. Our social worker helps assist with this as well as leads other programs such as anti-bullying, character education, Random Acts of Kindness Week, Red Ribbon Week, and United

Christmas Service. She also provides emotional support to students in a one-on-one setting, as well as in a group setting.

We are very fortunate to have a math coach and a literacy coach to utilize at Eden Elementary School. Coaches collaborate with teachers to provide instructional and academic support. Collaboration includes co-teaching, planning, and providing instructional resources. Our math and literacy coaches also help classroom teachers in promoting higher order thinking with our students by challenging students with a weekly problem solving opportunity and a word program. Students are encouraged to use the process standards and the Frayer model to help them solve the weekly challenges. Additionally, we draw upon the experience of our technology integration specialist to help implement best practices in technology. Our technology integration specialist helps our teachers, using the SAMR model, to increase the effectiveness of daily instruction with our K-3 students.

We are thrilled to be nominated for this prestigious award! We believe we are very deserving of National Blue Ribbon status due to our history of high academic achievement and our commitment to keeping high standards for academics and citizenship. Though the partnership among students, staff, parents, and community, we truly believe we are developing leaders one child at a time.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Eden Elementary School's core curriculum is based on the Indiana Academic Standards. Students receive a consistent curriculum as they progress from kindergarten through third grade. Each grade level's curriculum includes reading/language arts, mathematics, science, and social studies.

Eden Elementary uses Scott Foresman Reading Street for core reading instruction during the daily 90 minute reading block. Reading Street is a nationally researched English/language arts program aligned with Common Core and Indiana Academic Standards. Reading Street instruction is provided through a balance of whole group, small group, and individual experiences. The program provides a framework for explicitly teaching and modeling new skills in addition to offering guided and individual practice of previously introduced skills. Reading Street addresses the five foundational skills of reading (phonemic awareness, phonics, vocabulary, comprehension, and fluency) daily throughout its weekly lessons. Units are designed around literary themes (such as overcoming obstacles, or working together) to promote healthy mindsets and higher order thinking. Weekly lessons have a guiding question as a theme (for example, why are some changes difficult) that promotes synthesis of ideas across a variety of text selections. These weekly lessons are designed to incorporate a spiral review of skills while gradually adding new or more rigorous skills to promote mastery of reading. Reading Street offers opportunities for differentiation during whole group and small group work, so students are continually developing skill at the level for which they are ready. The songs, videos, interactive games, and online resources provided by Reading Street are key components in keeping students engaged. Reading Street also provides supplemental resources for reteaching skills that are often utilized during Response to Intervention small groups. Teachers use skill checks, weekly and unit assessments, and informal observation checks provided by Reading Street to make informed decisions about student needs that drive their instruction and use of resources. Teachers work with Literacy and Technology Coaches to utilize school technology tools to develop best teaching practices, use data to drive instruction, and promote high levels of student engagement.

Mathematics instruction at Eden Elementary begins with McGraw Hill Everyday Mathematics. This program has been researched independently and is considered to be one of the best instructional programs in the educational market. It is deeply embedded in conceptual mathematical understanding and provides continued opportunity for students to practice and master expected grade level skills. It also provides teachers and students feedback to monitor success in mathematical processes and learning through multiple approaches. This is accomplished through classroom and online games, daily formative assessment, unit assessment, and checkpoints at the beginning, middle, and end of the year. In addition, teachers use program and independent Northwest Evaluation Assessment Measures of Academic Progress (NWEA-MAP) to create small groups for more supportive instruction as well as opportunity to expand and enrich the learning. There is also an instructional mathematics coach available to review data, recommend strategies, provide feedback, and collaborate with teachers.

The K-3 adopted science curriculum at Greenfield-Central is Full Option Science System (FOSS). This research-based program is highly engaging and allows for a true hands-on experience for students. Students can show mastery of content through multiple learning activities, projects, and discussions. The FOSS program focuses on a problem-based approach to learning in order to provide deeper understandings of science concepts and how they relate to the real world. Students work in whole group, small groups, and individually as they make their predictions, analyze data, and form conclusions.

Eden Elementary School's social studies curriculum is multi-faceted and engages students through several instructional strategies. Some of these strategies include writing activities, guest speakers, project-based learning, collaborative learning, close reading analysis of text, and utilization of the Reading Street program's cross-curricular text. Lessons are aligned to the Indiana Academic Standards and provide students with opportunities to connect content to real world activities. Our grade-levels also participate in state and presidential units of study, with culminating projects and reports that are shared orally and digitally. In addition, teachers use weekly social studies readers to emphasize this content connection to the world around them.

2. Other Curriculum Areas:

Using the Indiana Academic Standards and our core curriculum as the foundations for student learning, Eden Elementary also offers additional learning opportunities for our K-3 students. It is our goal to not only develop a lifelong learner, but to also develop well-rounded leaders that will be successful in today's society. All K-3 students receive instruction in the related arts daily. Students participate in music education two days per week, physical education two days per week, and art education one day per week. In addition to these related arts experiences, our students also receive media instruction in the library two days per week and are interacting with technology tools weekly in their classroom.

As the Greenfield-Central Community School Corporation is well-known for its fine arts programs, our students receive music instruction two days per week rather than one. We have two certified teachers providing music education on different days as this allows our students more opportunities to develop music skills and display creativity. Our music education is infused with reading, math, science, and social studies as well. Our music teachers integrate these subjects into daily lessons and work hard to make the connection to the core curriculum. Reading, speaking, and listening standards are emphasized and math standards are emphasized through note values. Science and social studies topics get discussed through the content of the music lessons, such as songs. Our students get to practice their skills at various times throughout the school year at performances and special occasions.

Our students enjoy their physical education classes. Physical education classes are available to every Eden student K-3 twice per week. We strongly believe it is important for students to be active and for them to get as much physical activity as allowable during the school day. Our certified physical education teacher instructs students in the importance of being healthy and active through games and play, as well as supports the classroom teachers by integrating math and/or reading instruction when she can. All of our Eden students also participate in the Jump Rope for Heart program to encourage daily activity and to support the American Heart Association. Our students really enjoy participating in this program.

Art instruction is also something that our students really love! Through a focus on the visual arts standards, our students learn about the different art mediums and get to practice using many of them. Art instruction at Eden is also about fostering creativity and allowing personal expression. Students get to display the skills they've learned through the creation of projects. One of our more recent success stories in art instruction has been our "Beautify Eden" art project, where students were allowed to use the medium of acrylic paint to express their school pride. This rare collection of every student's personal masterpiece is displayed throughout Eden Elementary School to promote our leadership theme.

Twice per week, our students receive media instruction with the library assistant for 25 minutes each. The time spent with our library assistant is valued, as students spend time exploring interests and learning about new topics they may be interested in. The library assistant works with students to promote a love of reading and helps students with their book choices within their reading range. Our library assistant works closely with our district media specialist to bring engaging activities to our students on an ongoing basis and to coordinate school-wide events such as Family Night and Book Fair. Eden is also very fortunate to have a strong partnership with the Hancock County Public Library. Library specialists from the county work with our teachers to help provide reading materials to students based on their interests.

At Eden Elementary School, we are rich in technology that enhances student learning and engagement. Each certified teacher is given a MacBook Air and iPad to use for planning, instruction, and assessment. Additionally, each classroom teacher has an Apple TV and a projector to use with instruction. Teachers are trained on various 21st Century learning skills along with implementation strategies for their reading and math blocks. Our students and staff also have access to two iPad carts, a Chromebook cart, and a computer lab with over 30 PC computers. We've not only implemented the technology, but we are also invested in the training that comes along with the technology use. Each month, our teachers are provided with technology training from our building Leader in Technology Integration (LITE) and they use this training to enhance their teaching through the use of technology. Teachers are trained on various topics and how to implement technology tools to help them teach reading and math to their students. Our students have become very comfortable using the technology available to them and, still, are eager to learn more!

3. Instructional Methods, Interventions, and Assessments:

We believe the level of differentiation we provide to students here at Eden Elementary is a major contributing factor to our success. Each student has a 30 minute enrichment/intervention time for both math and reading built into their daily schedules. Our teachers use student data to plan groups, set goals, progress monitor, and identify strengths and weaknesses. Our teachers use our dedicated PLC time each week, as well as other times after school throughout each week, to collaborate. This model has worked well for us and has allowed teachers to design plans in order to meet the needs of all learners in their grade-level. During the daily 30 minute blocks, students are sorted into skill-based groups led by teachers and instructional assistants. Students receive targeted instruction based on their learning needs and interventions occur in small groups, flexible groupings, and individually to accomplish this task.

Teachers use a variety of data sources to inform instruction. Alongside the data gleaned from our core instruction, teachers use NWEA data (1-3), mClass DIBELS, TRC (Text, Reading, and Comprehension), and Burst (K-1) to drive their instruction. When students demonstrate mastery of content area or skills, those students receive enrichment opportunities. However, when students are not grasping concepts, students enter into our RtI model where they receive specific, targeted instruction based on student weaknesses. After progress monitoring and exhausting all RtI interventions, our data teams may meet with the principal to see if further academic evaluations should occur. The team may consist of academic coaches, school psychologist, classroom teacher, special education teacher, speech and language teacher, social worker, and principal. During such meetings, the team examines all academic data available on the student including benchmark data and progress monitoring assessments. If the team decides that an academic evaluation is needed, the special education process is initiated by our school psychologist with parent approval. If further academic evaluations are not warranted at the time of the meeting, the team creates a comprehensive RtI plan for the student then evaluates progress at a pre-determined later date.

All Eden students are exposed to the core reading and math curriculum each and every day. We feel it is vital to keep those experiences sacred so students may see grade-level content. This Tier 1 support means that every student is receiving grade-level instruction regarding our Reading Street curriculum and our Everyday Math core program via whole group and small group strategies. As mentioned, each student receives either an enrichment or intervention time for both reading and math daily. Students in need of Tier 2 support receive instruction from certified staff in the form of small groups for additional instruction in the lacking skill or area. Tier 3 support is also utilized, as students needing additional instruction receive intervention in small group or on an individual basis from specialized staff. For all content and interventions, we rely on research-based materials to address learning deficiencies. Some of those materials include Read Well, Number Worlds, DIBELS, Burst, Ticket to Read, and Fountas and Pinnell LLI (Leveled Literacy Intervention).

For those students who are in need of enrichment, Eden Elementary strives to academically challenge those learners. Enrichment students receive instruction from our Enrichment/High Ability certified teacher at each grade-level in order to accelerate learning opportunities. Our Enrichment/High Ability teacher uses a curriculum from the Indiana Department of Education that our corporation has adopted and approved. This project-based curriculum helps our teachers challenge our students' higher level thinking and reasoning abilities through problem-solving and research.

In order to enhance learning for our students, our teachers and staff utilize technology when appropriate. Both of our core reading and math programs have their own technology platforms that allow teachers to integrate technology into lessons and assessments. Additionally, our technology integration specialist provides guidance to our teachers to help our students to effectively communicate, collaborate, think critically, and create.

Throughout a curriculum's adoption period, our staff receives extensive training on best practices, updates, and interventions. Our academic coaches, teachers, and staff are meeting the academic needs of learners on a daily basis and enjoy celebrating the growth seen in our students!

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

At Eden Elementary School, we help students to realize their full potential by encouraging leadership. Every student is encouraged to see themselves as a leader, even if they only "lead" themselves. We emphasize making right decisions even when nobody is looking and being in charge of actions, attitudes, and moods. Our students look to our Eagle Expectations (be respectful, be responsible, and be ready to learn) as the foundation for all actions here at Eden. Our building definitely has a positive atmosphere fostered by a caring and dynamic staff who choose to be champions for all children. Eden has a behavior celebration program that follows the Eagle Expectations. Students can earn "Eagle Wings" from any staff member for making right choices. At the end of each week, students have the opportunity to exchange their "Eagle Wings" for positive experiences such as eating lunch with the principal. This program coupled with positive behavior reinforcements from each classroom teacher allows our students to feel successful at school every day.

To meet the emotional and social needs of our students, our social worker regularly speaks with individuals and groups. Lunch groups empower students to develop social skills and form positive peer relationships. Eden also has an outstanding character development program we use and this works in conjunction with our Five Healthy Habits we discuss with students each day. Of course, teachers make great efforts with all their students and families each day as well.

Eden Elementary School is very generational, having multiple generations who have attended. We pride ourselves on this commitment to our school and our corporation! Eden is intentionally-inviting to all visitors. We strive to make our building a positive environment through inviting visitors to our building throughout the year. There are a large number of visitors for programs such as Veterans Day, Open House, Thanksgiving Luncheon, Family Nights, and Grandparent's Day. Student opportunities are plentiful as well. We coordinate visits from best-selling children's book authors, Blue from the Indianapolis Colts, and Boomer from the Indiana Pacers. We also provide opportunities for students such as Field Day, Family Night, Kindergarten Round-Up activities, Bentley's Buddies reading program, field trips, as well as numerous student recognition programs.

Academically, Eden Elementary promotes high expectations for all students. All students are exposed to core curriculum in both reading and math. Teachers work tirelessly to meet the needs of their students during this time. For those students who are below-level, we use a comprehensive RtI model to correct learning deficiencies. Our Professional Learning Community work allows teachers to identify and serve our struggling learners as well as our high achievers.

Our staff is very supported and cared for. The Eden teachers thrive on the support they receive from colleagues, coaches, and administration in a fun and friendly environment. Teachers are shown support and appreciation many ways throughout the school year. There are team-building events, social gatherings, and teacher appreciation activities at various times during the school year. The principal strives to provide staff with all resources they may need to enhance their instruction with students. Through this, and the strong emphasis on collaboration amongst educators, our teachers feel very supported.

2. Engaging Families and Community:

Eden Elementary is very welcoming of families and community members. Parent involvement plays a vital role in the building and we are very fortunate to have involved family members. It is not uncommon for there to be at least one parent volunteering in a classroom each day. The staff understands that parent involvement is a key factor in student success and we do all we can to nurture the parent/school relationship. The teachers and principal work hard to maintain this relationship by encouraging participation in school activities and by being extremely open to parent concerns and communication.

At the beginning of the school year, Eden families are invited to Open House where students and parents

can visit the classrooms and meet their teacher. We also know how overwhelming it can be as a new kindergarten student, so we host kindergarten open house on a separate night to make them feel more welcomed. This night is dedicated to making the youngest students feel welcome and better acclimated to their new environment. We also provide each new kindergarten student with a book during Kindergarten Round-Up each year as a small welcome gift. These are all small, yet meaningful gestures to say "welcome!" We also host parent/teacher conferences each fall, where parents are given the opportunity to see their child's progress. Even though we host this event each year, parents are always welcome at any time to reach out to their child's teacher regarding any questions or concerns. There are also several opportunities for parents and community to be a part of Eden Elementary. We offer a themed Math and Literacy Night each year where parents come and participate in their child's daily math and literacy activities. We also offer visitor events such as Family Book Fair Night, Thanksgiving Luncheon, Breakfast with Santa, Veterans Day, and Grandparent's Day.

The Eden Elementary PTO is comprised of many community members and they are a very active group. They support the learning experience for our students through sponsoring school activities and leading several projects throughout the school year. Our sole fundraiser at the beginning of the year is sponsored by the PTO and, through their outstanding efforts, funds all activities for the entire school year.

We pride ourselves on having outstanding communication with our families and community. Families are informed through email, newsletters, social media, school website, teacher websites, and software such as Class Dojo and Remind. Parents can also stay current with their child's academics through our online student management system. In addition to these, our parents are welcomed and encouraged to visit their child's classroom to volunteer, visit for lunch, and chaperone field trips.

Community partnerships are strong at Eden as well. Each year, the school partners with several community organizations such as United Christmas Service, Gleaner's Food Bank, Riley Hospital for Kids, United Way, Imagination Library, Sister Cities, Hancock County Public Library, and our very own Greenfield Central School Foundation. We value our partnerships and enjoy participating in our philanthropic efforts.

3. Professional Development:

Professional development takes place all year at Eden Elementary. Following our corporation's mission of "Learning for All, All for Learning," we use our weekly data to inform and drive instruction. It is our goal to meet every student's academic needs. Eden Elementary uses a Professional Learning Community model where teachers meet by grade-level, cross grade-level, and by department in order to analyze data and plan for instruction. We have even partnered up with our other district elementary school buildings to share instructional strategies. Though these weekly meetings, the teachers are able to collaborate to work on matters of curriculum, instruction, and assessment within the building...and beyond.

Instructional coaches play an integral part in our professional development model as well. Coaches meet with teachers individually and by grade-level to discuss specific needs. Our coaches use a model of co-teaching where they partner with a teacher for two to three weeks at a time. During this time, coaches plan with teachers, observe teaching, model instruction, and co-teach. This model really allows our coaches to develop strong relationships with the teachers, while the teachers get an opportunity to receive support in best practice instruction. Our coaches also work with teachers to help identify strengths and weaknesses according to their student data.

The teachers at Eden Elementary are also given opportunities to provide their own professional development at staff meetings. Through our "Forward in Five" portion of each staff meeting, teachers can share with staff classroom successes in the matters of technology, instruction, behavior management, or other pertinent topics. Teachers may also partner up with the instructional coaches or principal to provide this professional development. Additionally, our teachers have the opportunity to observe other teachers in the building whenever they need ideas or want to see someone else's approach to a topic. The principal will accompany the teacher during these observations.

Professional development opportunities also exist in the area of technology. Each school in the Greenfield-

Central Community School Corporation has a Leader in Technology Education (LITE). The LITE provides monthly professional development in the area of technology and how it can enhance instruction. These sessions are more than just the exploration of applications. These sessions are focused times to discuss and practice areas such as digital citizenship, communication, critical thinking, and technology tools as they relate to improving instruction in the areas of reading and math. There is a strong focus on preparing our students to be successful in this digital age.

Along with the above stated professional development opportunities, the teachers at Eden Elementary are also provided with professional development sessions through the district regarding our core reading and math curriculum, assessment practices, and any newly-introduced initiative.

4. School Leadership:

The mission statement of the Greenfield-Central Community School Corporation is "Learning for All, All for Learning." We believe that it all begins and ends with learning. The Principal at Eden Elementary truly takes this to heart and goes one step further to emphasize that "All means All." Instructional time is held with the highest value and the principal does everything possible to hold these minutes sacred. Our principal recognizes that this is vital to ensuring student achievement.

The principal is the instructional leader in the building and it all starts with the creation of the building schedule before the school year begins. The principal looks for ways arrange the schedule to provide the maximum amount of support to students and teachers. Strategically placing instructional assistants with teachers throughout the day gives students more help in their classes. The principal also creatively arranges the special education teacher's schedule in order to meet the needs of this population, as well as provide additional educational support to the most struggling learners. In addition, the principal also takes the lead on correcting disruptive behaviors and helps provide a safe learning environment for all. Making sure teachers have the necessary resources to effectively engage students is very important to our principal. All this being said, we believe wholeheartedly in the teamwork approach. Grade-level leaders and the School Improvement Committee meet regularly to analyze assessment data and create school goals.

The principal values the feedback received from students, staff, parents, and community members. Although the final decision must come from the principal, all perspectives are taken into consideration when making decisions or changes. Of most importance to the principal is building and sustaining positive relationships with all stakeholders, as this helps create and promote a positive school climate. The principal instills a positive attitude into the building. The principal has regular conversations with students and staff daily in the classrooms, cafeteria, halls, and buses as a means to create positive relationships. The principal attends every PLC meeting weekly to stay current with grade-level progress and student growth. In addition, the principal meets with support personnel often to gather input for decision-making.

The principal prides himself on preparation and communication. Making sure that information is shared in a timely fashion with parents, students, and staff is highly important to him. The principal shares current happenings daily on the morning announcements and disseminates important event details regularly through the use of email, newsletter, and social media. All of these efforts are done to decrease interruptions to student learning.

The Eden PTO is also a vital part of our school. Eden PTO assists with our building fundraiser, movie nights, field day, convocations, Grandparents' Day, Thanksgiving Luncheon, Teacher Appreciation Week, School Nurse's Day, Secretary's Day, and Support Professional's Day. We enjoy our partnership with the Eden PTO and value their input on the school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Eden Elementary attributes its consistent academic success to two main factors. Those two factors are our approach to student data and our cultivation of a positive learning environment for students.

The implementation of our Professional Learning Community model three years ago has made a significant impact on student achievement here at Eden. Our teachers have a focused, dedicated time each week to meet to discuss curriculum, instruction, and assessment. Over the last three years, we've refined and honed our PLC practice into what it is today. We truly "are" a PLC and are not just "doing" a PLC. The Eden teachers use this time to focus on student learning. Teachers work together to set learning outcomes for their students and work through the factors when students are not meeting their goals. As the teachers instruct core programs with fidelity, our teachers bring student data to every meeting to provide a starting point of discussion. By analyzing student data each week, we know when students have achieved or not achieved mastery of skills, then we are able to formulate a plan for students in both categories in order to provide rigor. Our teachers make instructional adjustments as necessary, then we go back and look at the data again. We also utilize our instructional coaches and our special education teacher for our PLC meetings. Our instructional coaches help provide appropriate resources to teachers and help address curricular concerns. For the most struggling learners, our special education teacher works with the classroom teachers to develop learning strategies specific to vital skills needed. Our dedicated PLC time each week is highly valued and has provided us with the structure needed to address student learning deficiencies and correct those mid-flight.

Another vital strategy for student success at Eden is our positive learning environment. Teachers work hard to maintain this atmosphere and believe that it is critical for learning to occur. Each child is treated with the utmost of care and the staff at Eden are invested in the lives of each student. The commitment to students is unparalleled, as the staff members at Eden are dedicated to seeing students succeed. We provide many opportunities for students to feel successful in order to help build our positive environment. Students are able to earn rewards each day and have a chance to win weekly prizes. Also, we have many programs we use to recognize the hard work of our students. The Leader of the Week board boosts morale, instills a sense of pride in those featured, acknowledges excellent examples of our monthly character traits and is displayed for all to see. We also have a program that recognizes students who've exhibited our character trait of the month and we honor them with a special breakfast with the social worker and principal. The Eden staff works to help students realize their full potential each day by helping them to be great leaders.

We have seen great success come from these two ongoing practices at Eden. We have seen the impact these make on standardized testing, formative assessments, student growth, attendance, and behavior in our building. Most importantly, we have seen the positive difference these strategies have made in the overall well-being of many students at Eden Elementary.