

U.S. Department of Education
2017 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

Name of Principal Mrs. Nicola Jo Harrison

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

Official School Name Maple Elementary School

(As it should appear in the official records)

School Mailing Address 7237 East U.S. Highway 36

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

City Avon State IN Zip Code+4 (9 digits total) 46123-7967

County Hendricks County

Telephone (317) 544-6400 Fax (317) 544-6401

Web site/URL http://www.avon-schools.org E-mail njharrison@avon-schools.org

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

Date _____

(Principal's Signature)

Name of Superintendent*Dr. Margaret Hoernemann E-mail MEHoernemann@avon-schools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Avon Community School Corporation Tel. (317) 544-6000

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. Kim Woodward
(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):
- 9 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 12 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	21	20	41
1	31	28	59
2	28	31	59
3	21	16	37
4	22	38	60
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	123	133	256

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 13 % Black or African American
 - 9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 64 % White
 - 9 % 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: 13%

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	16
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	17
(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	259
(5) Total transferred students in row (3) divided by total students in row (4)	0.127
(6) Amount in row (5) multiplied by 100	13

6. English Language Learners (ELL) in the school: 15 %
39 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Spanish, Punjabi, Hindi, Amharic, Kannada, Mandarin, Portuguese, Arabic, Korean, French, Vietnamese, Gujarati, Marathi, Tigrinya, Telegu

7. Students eligible for free/reduced-priced meals: 39 %
Total number students who qualify: 102
8. Students receiving special education services: 14 %
37 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.

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

9. Number of years the principal has been in her/his position at this school: 10
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	10
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	7
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	12
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	98%	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
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.

Maple Elementary is a community where we learn, reflect and work towards our goal until all are successful.

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

The Avon Community School Corporation is thirteen miles west of downtown Indianapolis. Avon has developed from a predominantly agricultural-based community into a blend of residential homes, apartments, businesses, and service industries. The population change for 2000-2006 was 26 percent. By the year 2025, the projected population is 813,677, a population increase of 76.5% since the year 2000. The high rate of student enrollment has diversified Maple's enrollment ethnically and socioeconomically.

Maple Elementary has been in existence since 1971 with a capacity of 450 students. Avon redistricted with the addition of a new elementary school for the 2010-2011 school year. Currently, there are 263 (K-4) students. Since redistricting, which made Maple a small school, there have been ten classroom teachers with two sections at each grade level. There is one special education teacher. The art, music, and physical education teachers are shared with the neighboring school. The following positions are also shared: principal, assistant principal, speech and language pathologist, counselor, EL instructional assistant, and instructional coach. There are two interventionists, ten instructional assistants, and a school nurse for 29 hours each week. A half-time Title 1/Title 3 teacher was hired this school year to oversee services at Maple. All Maple teachers are highly qualified. Office staff includes two secretaries. In addition, there are three custodians, and four cafeteria staff.

Maple ensures that students feel safe. Safety procedures are routinely practiced. Additionally, several staff are CPR certified and can use a defibrillator. There are also staff members trained in Non-violent Crisis Intervention. Staff are trained in A.L.I.C.E. (Alert, Lock-down, Inform, Counter, Evacuate) in case of an intruder. Every staff member receives an updated copy of the Safety and Security Manual in August each year. This insures all students feel safe which is imperative to their readiness to learn.

Students and staff love creating 'Maple Memories'! Maple has a supportive Parent Teacher Organization that provides teacher grants, volunteers and school wide social events. Three events have become traditions. There is an annual Walk-a-Thon to raise funds for school programs and teacher grants. Fall Fun Night, is an event which allows families to experience the Outdoor Learning Center. In the winter, they host Pastries with Parents, a chance to visit with teachers, meet other parents, have breakfast and tour the school.

Each year, Maple holds a Grandparents Day which is another loved tradition. There is also an annual Veteran's Day Program. Every student and staff member is encouraged to invite veterans or enlisted military personnel. The program includes patriotic music, student letter readings, an appreciation ceremony and fellowship and refreshments.

Our student enrollment is multicultural. Country flags are displayed in the hallway representing every nationality of current students. These flags are updated each year to reflect our population. The school counselor sponsors a Diversity Club. Students research each country and provide a summary of information. This information is also displayed visually under each flag. Families feel welcome when they visit Maple. This has assisted us with making gains in our demographic data as evidenced on standardized testing results. With professional development and targeted assistance, we have seen gains in our racial/ethnic data.

Student leadership opportunities include Student Council and Project Peace. Student council members are selected by their peers. They provide service learning opportunities and organize annual events such as: Harvest Hellos, sponsorship of needy families during the holiday season, paper recycling, and raising funds to support our Outdoor Learning Center. Our Student Council members spread cheer all year long. The school counselor trains student leaders to resolve conflict in peaceful ways through Project Peace. Students or staff can refer students to Project Peace where their peers help them through a series of questions/role play to mend relationships and solve conflicts.

In the 2015-2016 school year, 38% of students received free/reduced lunch. The staff has studied teaching students living in poverty, including reading *Star Teachers of Children in Poverty*, by Martin Haberman and

Teaching with Poverty in Mind, by Eric Jensen. Understanding the importance of building background knowledge and vocabulary has been instrumental in our students' academic success.

Maple has utilized its Title 1 Grant to extend the school day, as well as to provide additional technology resources and support staff to meet our goals. Students can come 45 minutes early each day if they qualify for T1 support. Third grade T1 students have also been offered after school remediation with transportation included.

You will hear Maple staff say, 'Small but Mighty' when referencing the special place Maple has become over the last ten years. We have learned to maximize the resources we have to insure students leave ready for the next step of their educational journey. This summary provides a glimpse into why we are successful and why our families love our small school!

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The curriculum of Maple Elementary is based on the Indiana Academic Standards. Our program provides instruction with emphasis in reading, mathematics, English, spelling, writing, science/health, and social studies. Elementary students are provided an interactive environment with a number of innovative approaches proven to enhance learning.

Elementary age students enter school with a variety of emerging skills and understandings. Teachers consider every student's unique style of learning and ability to learn. It is understood that students need appropriate experiences which encompass the basic literacy components: reading, writing, speaking, and listening. Strong literacy and mathematics foundations are built by offering a wide variety of experiences and materials. Students are encouraged to participate in language experiences, which include reading and listening to stories, group and individual writing, class books, poems, songs, and dramatic plays. There is a strong belief that reading and writing are necessary life-long skills that can be enjoyable.

The language arts curriculum includes phonics, grammar, process writing, spelling, and literature-based reading. The goals of our language arts programs are for students to:

1. Develop strategies and skills which make them responsible users and critical interpreters of literature.
2. Find personal satisfaction in interacting with literature.
3. Develop personal and social values as they reflect on the material they read.

The math curriculum includes mastery of basic skills as well as application of these skills presented in a developmentally appropriate manner. Math experiences guide students toward the competence and independent thought necessary for living in the 21st century. Bridges in Mathematics is a comprehensive curriculum for grades K-5 that equips teachers to fully implement the Indiana Academic Standards in a manner that is rigorous, coherent, engaging, and accessible to all learners. With Bridges in Mathematics, students are introduced to a deeper understanding of math concepts with targeted learning activities that will tap into the mathematical intelligence and strength of all students.

Students utilize the Indiana Science Initiative kits. The model supports inquiry-based instruction with many hands-on learning opportunities. Students also connect to writing using their science notebooks. Maple has a Science Lab where materials are located and teachers can set up experiments or activities in advance. Students leave Maple with a strong understanding of the scientific method and experiences that prepare them for future science classes. In addition, students are highly engaged during visits to the Avon Outdoor Learning Center (OLC). Each spring fourth graders participate in Pioneer Day which includes authentic pioneer activities, crafts, and games. The OLC is an outdoor science lab with seven wooded acres, trails, and learning stations. Teachers can plan lessons for the OLC individually or in concordance with the coordinator. Lessons are based on Indiana Academic Standards and frequently include lessons from Project Wild, Project Wet, and Project Learning Tree.

A rich introduction to geography, history, and culture is provided through a current events and online approach to covering our Indiana Standards. Civic connections in these areas are achieved through real world experiences that teach a responsibility to the school and broader community. Students may participate in Garden Club to bring awareness of a shared citizen effort to share and feed others. The garden fosters civic engagement by inviting groups such as Boy Scouts and Master Gardeners to participate in its growth. Students also learn responsibility towards a healthy community through programs from the Hendricks Solid Waste Management. Students learn to do their part to protect the environment and a responsibility to keep our community clean. Our fourth grade students research and report daily on current news, while we also display a current events board. These connections to our world inspire conversations on the impact people have on their community and country. This year was especially exciting with the election. Students were able to experience democracy through a mock election, as well as campaign for a spot on our Student Council. With service learning, we've brought our efforts close to school. For example, instead of supporting a national disaster or cause, our students put their efforts towards raising funds for our OLC, supporting our food pantry, taking care of our Avon families at holidays, and doing beautification

projects. However, our Student Council sponsors understand the importance of student voice in service learning and support broader projects when students show passion for a cause or have a personal connection. Students participated in a special Bicentennial Celebration this year, with a visit to Town Hall and the opportunity to experience town unity. Civic engagement in the Avon community gives students foundational knowledge in social studies.

Maple teachers place a strong emphasis on core curriculum in order to ensure readiness for intermediate, middle and high school coursework. Our goal is to send students on with a strong knowledge of content, but also with the ability to work collaboratively in groups, problem solve and articulate their knowledge in both writing and speaking. We consider ourselves the foundation for future success!

2. Other Curriculum Areas:

Each elementary school has instruction in art, music and physical education, and staff and students are supported by access to a media center and a various technology resources.

Students attend music, library, art and gym one time per week for forty-five minutes. Our related arts team works collaboratively on programs, projects and activities to ensure all of their standards are covered. They also insure memories are created.

In physical education, the teacher instills the importance of lifelong fitness activities and health habits. His focus is on teaching healthy habits and activities students can do for life, such as Bocce Ball, yoga, golf and jogging. He challenges all student to move every day and be outside as much as possible. Our Outdoor Learning Center (OLC) coordinator parallels these lessons when working with students. Students learn various activities throughout the year and have the opportunity to display their talents at Field Day in the spring.

In music, not only are all state standards covered, but each grade level participates in a program. There is a winter and spring musical each year. Music classes also prepare the Veterans Day program in November. Kindergarten students this year performed a Veterans' Day program at a local park for members of the Avon community.

Art is a beloved class for all students. The projects they create are truly artistic and not crafty. The focus is on application of the skill taught, neatness and completeness. In art, students learn there is no wrong in their creative efforts. They become risk takers and their efforts are validated and celebrated. There are art gallery walks two times per year. Students chose a piece out of their portfolio that is matted and displayed in the hallways. Parents are invited to come and see the amazing student work. This year, each grade level also painted a large canvas. Each student had brush stroked on the canvas and the results were amazing!

On Fridays, we integrate all of the arts into "FAB Friday". Students love this time and it gives us another change to provide additional life experiences in support of our goals. For example, this day may be used for a drum circle, to write letters to veterans, to make gifts for nursing home patients, to complete Art to Remember projects or to practice sportsmanship and games for upcoming field day.

The technology curriculum is infused into classroom projects across content areas. There is a focus on students utilizing technology in a collaborative environment. Students utilize the following technology in their daily activities: Smart Table, iPad, document camera, Interwrite Board, laptops, and two computer labs. Along with basic technology literacy skills, the curriculum encourages technology use for the purposes of creativity, communication, research, critical thinking, digital citizenship and technology operations. Over the last two years, teachers have become proficient in utilizing a learning management system (Schoology) to assist with differentiating instruction and planning virtual learning days for when school is closed due to weather.

Additionally, we provide character education in a variety of ways. Teachers teach twenty explicit lessons on expected behavior for our school. These are taught at the beginning of each school year, reviewed in January and presented to new students by our school counselor. These lessons are a result of our staff completing the PBIS (Positive Behavior and Intervention Support) process. In addition, the school

counselor provides guidance lessons on internet safety, bullying, personal space, diversity, testing anxiety/strategies, goal setting, college and career readiness and more. We have a monthly focus on the following related topics: acts of kindness, grief, unplugging from electronics, college and say no to drugs. Our efforts in this area have created a school environment that is conducive to learning because students feel safe and supported. Maple has very few discipline incidents and zero school suspensions for the 2015-2016 school year.

Students participate in Entrepreneur Day annually. Classes create a product or service to be sold. Proceeds are donated to the school for future educational programs. Entrepreneur Day is associated with economic education based on Indiana Academic Standards.

It is our belief these additional curriculum areas are imperative to teaching the whole child. Students sometimes excel in these areas more than in academics. For some of our students, our related arts program is the reason they come to school every day.

3. Instructional Methods, Interventions, and Assessments:

Maple staff commits to implement, evaluate, replicate, and disseminate systemic prevention and intervention methodology and practice that will accelerate and sustain the achievement of all students. Maple teachers have received training in best practices for reading and math and have common planning time to collaborate with grade level team members on student data and progress. Brainstorming ways to challenge/remediate students is common practice. Teachers and assistants are trained in the methods of administering the oral reading fluency assessments (ORF), nonsense word fluency, phoneme segmentation fluency, letter and number naming fluency, quantity discrimination, and mixed numeracy benchmark assessments. They also assess mastery of phonics skills. Assessments are administered to each child, one-on-one. The scores are immediate and available for individual teachers and grade levels to make instructional decisions. They are located and monitored electronically on our school shared drive.

Several steps have been taken to implement effective change to further improve academic achievement. The first and most successful strategy is differentiated instruction in the classroom. Teachers provide small group instruction based on pre/post assessments. Students are grouped heterogeneously at times and homogeneously when needed. This meets the needs of 85% of our students. An additional successful strategy is a daily intervention time for each grade level called "Student Success Time" (SST). DIBELS, Northwest Evaluation Association (NWEA), and other previously listed assessments allow teachers to evaluate skill sets in the area of literacy/math to differentiate instruction during this half hour of daily intervention. Data driven instruction is offered to every child at his/her academic level during this time. At risk students receive targeted small group instruction. High ability students participate in inquiry based learning projects or novel/themed units of study at a rigorous level. Classroom teachers and paraprofessionals all provide explicit and standards based instruction to small groups during SST.

Two Title I paraprofessionals with teaching licenses work with a Kindergarten - 3rd grade qualified students in math and language arts/reading. Kindergarten students qualify to be in the T1 classroom based on a triangulation of assessments that includes: Alliteration Fluency and Letter Naming Fluency, Number Identification, Quantity Discrimination, and Missing Number. This classroom has a full time assistant to create a smaller teacher to student ratio. Our philosophy is to put the most support in Kindergarten for early intervention. First, second and third grade students qualify for Title I using the following criteria: NWEA, ISTEP, teacher recommendations, progress reports, and standards-based assessment. In January, students are progress monitored and reassessed to indicate whether Title I services are still needed or if another student would benefit from the academic assistance. Educational technology programs, ASCEND and MindPlay, are used for T1 remediation. This occurs before/after school or during the 30 minute a day SST intervention block. T1 Lab Instructional Assistants work under the direction of the classroom teachers. Small group instruction is provided in the lab setting when the program shows a student needs additional instruction/remediation.

Each year, remediation is also given during the school day through Response to Intervention (RTI) plans. Staff members work collaboratively to create RTI plans for students that are at risk of failure or who are

experiencing behavior concerns. Currently we are monitoring RTI goals for twenty-five students. These plans use high yield research based strategies to help meet student needs and to provide additional instruction in language arts and math outside of the core curriculum. Students receive Tier 1 intervention in the classroom during core instruction. If this is not successful, students transition to Tier 2 or 3. Tier 2 and 3 of RTI equate to intervention during SST or being pulled out for a part of core instruction to learn foundational skills necessary for moving forward. Tier 2 and 3 instruction can also be before/after school. Parents are part of the decision making process with these students.

The Maple staff takes pride in recognizing student achievements. Maple has an award ceremony at the conclusion of each grading period that acknowledges students for academic progress, attendance, and positive behavior.

The Maple staff, parents, and students all work together to create an engaging learning environment. The Maple staff considers every staff member, student, and parent an essential piece in achieving excellence.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Maple Elementary has a culture that supports the social, emotional, and learning needs of all stakeholders. Not only at the school level, but also as a district we value a culture where students, teachers, and staff feel supported, valued, and safe to engage in learning.

Culture and emotional support is rich at Maple. Students come from a vast array of backgrounds and we feel that it is imperative to celebrate these differences. Our Cultural Competency Leadership Team works diligently to ensure all students are represented. Every student's culture is represented with a flag around the school. The Maple Diversity Club researches information to create posters about each of these countries to share with all stakeholders. Families and staff members join students at the Multicultural Fair, which takes place in November.

Not only do we value the unique backgrounds of our students, but we also find it critical to provide emotional support. Children and staff come together every Friday morning to build a sense of community. A research-based progressive motor lab is set up and is available to all students. Weekly social skills that focus on self-regulation and personal betterment also occur in almost all classrooms. In addition to these lessons, the guidance counselor provides monthly lessons to students and trains students in peer mediation (Project Peace). Maple follows a positive behavior intervention support plan where students are taught core values and expected behaviors which prepare them to be productive citizens in the future. Respect, responsibility, honesty, courage, self-discipline and caring are the core values recognized and rewarded in our program.

Differentiated learning needs are met through opportunities such as school tutoring, Math Pentathlon, Title One, Student Success Time, and grade level guest speakers. When students feel supported and challenged, they are able to achieve growth goals and participate in collaborative conversations with peers. Teachers and students value growth, learning from mistakes, and asking high-level questions.

Maple teachers are respected as professionals in education. They are supported through Professional Learning Communities, bi-monthly data and RTI reviews, an Instructional Coach, Title 1 Teacher, and a heavily involved Parent Teacher Organization. Teachers are valued as instructional leaders. Leadership opportunities include presenting professional development, participating in school improvement initiatives, and making decisions for curriculum and behavior support.

2. Engaging Families and Community:

Maple is dedicated to the whole child. Our focus is to make sure every child feels safe, supported, engaged, challenged and healthy. We believe that when a child's basic needs are met, he/she is able to experience high academic growth. We achieve this through a variety of initiatives that engage families and community.

Maple partners with community members to enhance learning by creating real world connections. Every year our student council adopts a family for the holidays. Parents assist with buying food and presents to help a family in our community. In addition, we hold an annual multicultural fair where our families are invited to share their culture through food, music, art and games. It is a school-wide event that engages many of our families and educates our students about diversity. We also have an outdoor learning center on our property, complete with a community garden. Our outdoor educator enlists master gardeners, boy and girl scouts and other community members to educate our children about healthy eating and the natural world. Many of our teachers enlist the help of Eli Lilly scientists to teach our science curriculum. This helps our students make the connection between what we are learning in school and potential future careers. Finally, the students participate in Entrepreneur Day. They plan a business, create products, market their products and then sell them on a special day. This gives our children real-life experiences in economics.

Maple also houses the Mary Lee Maier Community Pantry which is committed to cultivating and enhancing relationships between school and home by providing food, clothing and support to families in need. This food and clothing pantry is open to all families in the district. We value providing these supports to meet the basic needs of students so they can be ready to learn. Our pantry is part of a coalition of food pantries that work together to meet the needs of our community. The pantry receives donations from staff and community members, local churches, girl scout troops, and the Avon Rotary Club. A local businessman is supporting the pantry's expansion.

Keeping families engaged in their child's education means keeping them informed of student progress and academic curriculum. We have found that a flexible conference schedule allows parents to connect with teachers when they can for meaningful conversations about student strengths and challenges. Teachers also host annual math and literacy family nights. Families are able to participate in sample activities to familiarize themselves with the key content for their children's grade levels, as well as how it is being presented. They also learn about games, strategies, and online resources that they can use at home to support their child's learning.

Maple's strong community and family support allow us to provide a comprehensive education to our students. The students thrive academically and leave Maple with meaningful real world connections.

3. Professional Development:

Professional development is provided in three ways. Staff can attend professional development at the district level, school level or study a personal inquiry topic. Avon strives to create a common language and vision for using high yield instructional strategies. There are also five T.E.A. (The Essential Avon) sessions for new teachers focusing on cultural competency, building relationships and classroom management, communication, differentiated instruction and technology integration. There is professional development offered at the district level to support the new curriculum adoption each year and to provide continued support on all others. Teachers of high ability students learn strategies to insure the academic growth of these exceptional learners.

At Maple, we have five "Pillars of Professional Development" and an agreement our professional development plan will relate to improving these areas: Purposeful Planning, Rigorous Instruction, Cultural Competency, Assessment, Data and Analysis, and Creating a Positive Learning Environment. These titles are displayed in our hallway with the five tenants of educating the whole child underneath (healthy, engaged, safe, supported and challenged). Grade level teachers keep a data wall here too. It provides a visual of how our students are doing as a result of our work and focus. For example, Kindergarten is tracking their ability to re-code nonsense words. One teacher's classroom showed 0/21 met the benchmark in December and 14/21 have met it currently. First grade has posted "I can find 10 more and 10 less than various two digit numbers". When a student meets this goal, he/she puts his/her name on a banana and sticks it on a tree full of monkeys. This display keeps us focused on our goals.

Our instructional coach meets with teachers twice a month. Some topics include: Academic Vocabulary, Social Studies Electronic Resources, Depths of Knowledge in Questioning, Cultural Competency, and Positive Behavior Supports. Activities are listed monthly with time to solicit teacher feedback mid-year and end of year to ensure the activities are beneficial.

A focus this year is the implementation of our new Bridges in Mathematics curriculum. Teachers have been involved in monthly Professional Learning Community sessions. These meetings have included data analysis of assessments and student work. They have also included cross school collaboration. Mid-year feedback was positive and our NWEA data showed growth. Students are also becoming proficient with mathematical practices.

Assistants receive professional development too. They have learned about Bridges, positive behavior supports, how to administer universal screeners and provide small group explicit instruction. This is imperative to our success!

4. School Leadership:

At the beginning of our team's journey to excellence, it was important to be an instructional leader and to provide a foundation of common knowledge. Administrators and coaches spent three years creating relationships, and not only studying best practice for instruction, but also topics such as: how boys and girls learn differently, brain research, Understanding by Design, poverty, the five components of reading, and differentiated instruction. As a framework for studying these topics together, the staff learned the structure and benefits of professional learning communities. Teachers became more experienced and most had been supported through their first three years of teaching by this time. Leadership qualities became obvious and we agreed shared leadership with every staff member being an essential piece was a natural next step. Our school leadership transitioned from a focus on teaching to a focus on learning.

Teachers facilitated their own team data reviews and planning for individual students. They took turns serving on district level committees for curriculum adoption, literacy leadership, PBIS, and cultural competency to name a few. We began to create teacher capacity for leadership and to be building experts in several different areas. This paralleled nicely with the addition of the instructional coach position. It is imperative teachers take the lead on topics for professional development and our coaching cycles are focused on teachers' needs. Rick DuFour says a principal can walk away from a school and excellence continues because the leadership capacity of teachers is solid. That is a summary of our journey together as a staff and of how leadership at Maple has evolved.

Again, our leadership philosophy is focused on learning instead of teaching. We continually learn from our students, community members, and each other. We feel this is important to model. The role of the principal at Maple is to support all endeavors for academic excellence. This includes weekly collaboration with an instructional coach, assistant principal and T1/T3 teacher. Our instructional coach supports teachers in the areas of positive behavior support, intervention, goal progress, data review, and the implementation of new textbook adoptions. Our assistant principal oversees teacher leadership with special education and support staff. Our T1/T3 teacher monitors data of identified students and provides guidance to teachers and assistants. She also teaches small intervention groups.

Individual teachers have leadership roles too. Teachers serve on the following Maple committees: School Improvement, Awards Day, PBIS, Social and T1 Planning. We also have teachers who serve as our digital innovator, PBIS leader, community and family liaison, and cultural competency chairperson. Our leadership capacity is an imperative factor in the success of our school.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Academic success is of paramount importance at Maple, and we firmly believe that to accomplish this, the needs of the whole child must be met. This being true the Maple staff believes that to achieve in the classroom, the emotional and intellectual needs must be met and consideration given to the great variety of backgrounds of the student population. At Maple, the driver of student success is the attention given to the individual needs of each learner. In academics, a variety of high-yield strategies are employed. We are committed to the concept of differentiation. We employ leveled reading groups with differentiated lesson plans that best meet the skill level and academic need of each child. We provide remediation in our daily lessons as well as enfold students in small groups both in and outside of the academic day. Daily, we utilize small group instruction based on student performance in math and reading. We offer enrichment activities after school like the Math Pentathlon team. We make use of available technology and software like Imagine Learning, ASCEND Math and Mindplay to provide individualized instruction. Daily, we offer a thirty minute “Student Success Time” during which the students are put in small groups for remediation or enrichment in Math/Reading.

To best identify student needs we use a variety of assessment techniques and strategies. We provide beginning of the year assessments (NWEA, DIBELS, Math Benchmarks) to ascertain the needs of students and plan for individual goal setting and summative assessments to show that those goals have been met. Throughout the year, we employ various progress monitoring techniques to chart the progress toward those goals.

While the intellectual needs of our students are of great importance, we do not forget the impact of socioeconomic or cultural factors can play in academic achievement. At Maple, we are committed to working towards cultural competency and understanding the diverse background of all our students. We celebrate the diversity of all students and yet seek to achieve a common school culture of mutual respect. We have worked to foster a common culture through our Positive Behavior Intervention Support program and individual behavior programs. Our staff realizes that discipline is important but that good behavior must be specifically taught, modeled, and reinforced. We seek to emphasize expected behavior and work to model and celebrate expected behaviors. This is done through classroom lessons, small group instruction, and school-wide meetings and convocations.