

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. Chad Smith

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

Official School Name Zionsville Pleasant View Elementary School

(As it should appear in the official records)

School Mailing Address 4700 South 975 East

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

City Zionsville State IN Zip Code+4 (9 digits total) 46077-9599

County Boone County

Telephone (317) 873-2376 Fax (317) 873-1250

Web site/URL http://pve.zcs.k12.in.us/ E-mail ddietz@zcs.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*Mr. Scott Robison E-mail srobison@zcs.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Zionsville Community School District Tel. (317) 873-2858

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. Jane Burgess
(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):
- 5 Elementary schools (includes K-8)
 - 2 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 | 52 | 33 | 85 |
| K | 81 | 61 | 142 |
| 1 | 63 | 61 | 124 |
| 2 | 86 | 68 | 154 |
| 3 | 78 | 79 | 157 |
| 4 | 82 | 77 | 159 |
| 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 | 442 | 379 | 821 |

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 2 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 90 % White
 - 5 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2015 – 2016 school year: 4%

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 | 12 |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year | 20 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 32 |
| (4) Total number of students in the school as of October 1, 2015 | 821 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.039 |
| (6) Amount in row (5) multiplied by 100 | 4 |

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

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

7. Students eligible for free/reduced-priced meals: 2%
Total number students who qualify: 20

8. Students receiving special education services: 13%
106 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|--------------------------------|--|
| <u>17</u> Autism | <u>8</u> Orthopedic Impairment |
| <u>0</u> Deafness | <u>22</u> Other Health Impaired |
| <u>0</u> Deaf-Blindness | <u>12</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>30</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Mental Retardation | <u>1</u> Visual Impairment Including Blindness |
| <u>4</u> Multiple Disabilities | <u>8</u> Developmentally Delayed |

9. Number of years the principal has been in her/his position at this school: 8
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 | 35 |
| Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 8 |
| Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students. | 2 |
| 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 23:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

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

13. **For high schools only, that is, schools ending in grade 12 or higher.**
Show percentages to indicate the post-secondary status of students who graduated in Spring 2016.

| Post-Secondary Status | |
|---|----|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
Yes No X
If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

We collaborate to provide a nurturing environment for each child's intellectual, physical, and social growth by fostering a sense of responsibility, respect, and self-motivation.

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

Pleasant View Elementary is part of the Zionsville Community School Corporation which is located in Boone County, Indiana, in the northwest boundary of Zionsville. The school district is comprised of one high school, two middle schools, and five total elementary schools. The current enrollment for the entire school corporation is over 5,000 students. Zionsville is a suburban setting of Indianapolis well known for the main brick street in town, white picket fences and leisurely pace. The community is continually rated as one of the safest in the state of Indiana, and our schools are rated among the best. As a result, families choose Zionsville to raise their children, and many grown children return to raise their own families.

Pleasant View Elementary's 172,134 square foot facility serves over 820 students and their families. Pleasant View Elementary broke ground on October 18, 1980, with final dedication occurring in 1982 (86,601 square ft.). An addition (85,533 square feet) was built in 1998. The building contains 35 general education classrooms, learning spaces dedicated for art, music, STEM, and a large media center. In addition, there is a large learning area, called The Adventure Center, for project-based learning and inquiry. The property is woods-lined and contains an outdoor classroom as well as a small chicken herd.

Our school provides instructional programming for students from preschool through fourth grade. The professional staff includes a principal, assistant principal, four preschool teachers, seven classroom teachers at each grade level except fourth (which has six), three special education teachers, one severe and moderate teacher, three speech and language pathologists, two counselors, a STEM coach, a literacy coach and a STEM/literacy coach. Our school shares occupational and physical therapists. Other personnel includes two health care professionals (one is part-time), two full time secretaries, a media specialist and twelve instructional assistants.

Pleasant View Elementary maintains high expectations for student learning. Our success is due in fact to the shared expectation with families as well as maintaining a rigorous curriculum that is engaging to students. Staff celebrate the idea of lifting the ceiling for all learners. This is accomplished through the core curriculum and the on-campus innovation of Genius Hour, One Book/One School, established Grow Towers for in-school gardens, Global Day of Design and robust differentiated instruction.

Parents are supportive of the school and have taken an active part as volunteer aides, field trip chaperones, sponsors of enrichment programs, and as members of the Parent-Teacher Organization. The Parent-Teacher Organization is very active in assisting the school. The Organization demonstrates their interest by being a positive support group and by earning funds to provide programs, awards, equipment, books, and supplies for our students. Parent-Teacher conferences are held at the end of the first grading period and are attended by approximately ninety-eight percent of families. Parents' emphasis on education is demonstrated by the high percentage of student attendance which is consistently ninety-seven percent or higher each year.

Many opportunities are available for students before and after school. The various connection opportunities include: Artist Colony, Drama Club, Chess Club, Orff (music), Strings (instruments), Spanish, French, and robotics. Throughout the year we have many special events sponsored by our PTO. Each grade level has some type of annual student production such as the first grade Young Author's Night and the school wide Family STEM night.

The culture is based around learning and reflection which makes it owned by each and every person at Pleasant View Elementary. We place emphasis on teaching every step of the way. The school motto is "Do the Right Thing and Treat People Right". This is implemented with many proactive interventions through counselor collaboration with embedded lessons on bully prevention, and conflict resolution. We consider every opportunity to be a teaching opportunity.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Curriculum is based on the Indiana College and Career Ready Standards and lend to interdisciplinary learning. Special curricular needs are met for the populations of special education and high ability students to show progress for every student at every level. All student needs, whether performing below, at, or above grade level, are met by differentiated instruction which is created from recognizing student readiness levels. In all curricular areas, students learn with inquiry and research-based instructional practices that provide skills for real world application.

Pleasant View Elementary educators believe that literacy instruction is the building block to all future learning and success. Fostering the love of literacy is done by intentional practices in phonological awareness, phonics, vocabulary instruction, fluency, and comprehension. Pleasant View Elementary educators use a student-centered approach to literacy instruction. This instructional model begins with a whole class mini-lesson and flows into guided small group instruction and individual conferences or instructional task.

Writing instruction in our building is delivered in a workshop approach to learning. Using this method, the lesson begins with a teacher guided mini lesson applicable to all student writing. Students then move into self-guided practice in their own writer's notebooks as the teacher meets with students individually or in small groups based on the instructional needs. The workshop model concludes with a group share to celebrate the work and progress of the students. Writing practices at Pleasant View Elementary honor student choices, passions, interests, voices, and are transferred to real-world audiences.

Teachers utilize the many resources that are available in our building in meeting the diverse student needs. This includes board adopted curriculum, Lucy Calkins' Units of Study, Words Their Way, Michael Clay Thompson's Grammar Island series, various trade books, comprehensive classroom libraries, and the school book room. The teachers use these resources to craft their art of teaching to meet each student at their individual instructional level to ensure growth in all areas.

Everyday Mathematics is the basis of math instruction in kindergarten through fourth grades. The program develops and monitors student's understandings in problem solving and mathematical content through a hands-on, collaborative environment. The spiral nature of the curriculum provides students the opportunity to revisit and reinforce content and offers the teacher opportunities to ensure mastery and growth by utilizing the formative and summative assessment practices.

Everyday Mathematics provides students with an inquiry into how mathematical processes work, opportunities to defend and question thinking, and understand there are multiple strategies to solve a problem. These skills are vital to the real world math application beyond our school walls.

Science content is blended into literacy and mathematical practices in addition to a weekly STEM experience. Teachers and the STEM coaches work collaboratively to meet state standards and provide students with rich opportunities to solve real world problems through technology, hands-on learning, the design process, and project based learning.

Pleasant View Elementary is located just outside of our state's largest city. The small town of Zionsville has a rich, history. Our students explore the studies of our world, nation, state, and community through trade books, magazines, and primary documents. Our students explore government, civic duties, history, economics, and other studies of our world, nation, state, and community through trade books, magazines, primary documents, field trips, and community outreach projects.

The third grade teachers and students partner with the local cultural center to explore a yearlong study of Zionsville that concludes with a historical tour to see history come alive. Our fourth grade students experience a robust multidisciplinary study of Indiana and the important events and people that have

impacted our state. These experiences are in addition to field trips and guest speakers that provides students with a historical appreciation and understanding of where we have been and where we are going.

Our Universal Preschool program's focus is to foster a love of learning while challenging students to do their personal best. The Indiana Foundations for Young Children are the framework for the Universal Preschool academics. Academics are offered alongside structured play to foster social and peer learning opportunities. The preschool assessments align with the elementary standards-based report card and provides evidence of academic and social readiness. The developmental preschool classroom works in conjunction with the universal preschool classes to meet the needs of individual student goals while maintaining the program focus.

2. Other Curriculum Areas:

Students grades first through fourth experience weekly visual arts and music lessons with highly qualified teachers who are viewed as leaders in their respective fields. Kindergarten students receive instruction in the arts from their classroom teachers and from our arts professionals. Students grades 3 and 4 have the option to participate in a student-led musical in all aspects (props, lights, sound, and performance) each spring that is directed by our art and music teachers. This is offered in addition to the weekly programming that all students receive.

In art, students participate in "Studio Driven Art Education" in which students direct their studio time in the classroom. It is similar to a workshop model in academic instruction, where students determine the direction they would like to explore. Our art teacher has presented at state conferences on this pedagogy he has developed including the sketchbook he designed and published. Several school districts nationwide purchase his sketchbook for their art curriculum each year, and our art teacher is working on his first book about the pedagogy.

Music instruction is provided using the Orff-Schulwerk approach to engage students in sing, say, dance, and play to release creativity beyond the music classroom. Our music teacher is a highly certified teacher in this type of instruction, and students are found creatively problem-solving through imitation, experimentation and personal expression throughout their music lessons. Recently, fourth grade students have begun learning to play Ukuleles in addition to the variety of other instruments and methods they use.

Students receive weekly physical education instruction from their classroom teachers and volunteer community members. Teachers follow a year-long, standards-based and developmentally appropriate curriculum that was developed by a certified physical education professional who specializes in elementary education and in cardiac rehabilitation. This curriculum is utilized district-wide for our elementary programming, but the professional who developed this is a parent in our building and regularly volunteers to provide professional development and model instruction for our staff. Health and nutrition standards are addressed in science units of study. Our school also participates in a school-wide Jog-a-Thon, Red Ribbon Week, Jump Rope for Heart, Field Day and this year experienced a Sports-themed Family STEM night.

All elementary schools in Zionsville offer before school French and Spanish classes. These optional programs are available for a fee and provided through the Learn Another Language program. These offerings are well attended.

STEM (Science, Technology, Engineering, and Mathematics)

Our STEM coaches and classroom teachers work to provide experiences in all areas of STEM. Students attend class in the STEM lab once a week. Our district elementary STEM program goals are that all students can identify problems, generate ideas and solutions, test and collect data based on their ideas, and defend the worth of their ideas. Additionally, students experience the engineering design process through unique opportunities. Our elementary STEM program has received over \$40,000 to fund the elementary robotics program. Students in all grades learn coding and programming robots. In 2016 the Indiana Department of Education named Pleasant View a STEM certified school, an honor that only 12 schools in the state received.

Third and fourth grade students replaced a traditional library time with Genius Hour this year. Our STEM coach supported students through the design process and supported students as they researched topics of individual interest. Students had access to 1:1 technology, collaborative work spaces with interactive TVs for project viewing and to create a computer with Raspberry Pis or Kanos, 3-D printers, a recording studio with a green screen, and iPads. Students explored topics from making their own candy to designing and building a device on the 3-D printer to help with the “text neck” epidemic. Our school library began an evolution from a traditional library to a Makerspace that incorporates student creativity and design. The entire school participated in the Global Day of Design this spring with choice-based design challenges.

Student input is highly valued. Students have written grants for a variety of different needs including: a dry-erase rock wall, Lego wall, Grow Towers for indoor gardening, and on-campus chickens. In all requests, students researched and supported their requests to demonstrate the need.

3. Instructional Methods, Interventions, and Assessments:

Our philosophy at Pleasant View Elementary is to use a balance of formative and summative assessments to guide the instructional practices to meet the needs of all of the learners to maximize student growth. Teachers and staff ensure all students meet or exceed individual growth expectations by subject-skipping, using technology as a resource for presenting content, grouping for instruction within classroom or grade-levels, additional enrichment projects and resources, leveled and guided reading groups, pretesting to compact curriculum, independent learning, student driven inquiry on projects of student choice/interest/passion, and differentiation to meet needs involving other school professionals, adjusting pace or materials, etc. The unique needs of our students are met in these described ways and more on a daily basis.

Pleasant View Elementary school operates on a three-tiered, Response to Instruction (RtI) model that ensures all students meet their individualized instructional goals. Tier I instruction is provided to all students by the core curriculum. This level of instruction meets the needs of the majority of our learners and ensures that all students receive at grade level instruction. Those students that need additional support to be successful receive Tier II interventions in their classrooms in a small group setting with the classroom teacher alongside the Tier I curriculum. Further supports include Tier III instruction with research-based interventions by the building literacy coaches and STEM coaches in addition to their Tier I and II instruction.

The process of identifying students in need of additional support is started by compiling benchmark assessment data in combination with the classroom teacher’s formative data and observations. The Tier II and Tier III students of need are brought to a team of educators, which consisted of the building coaches, school counselors, speech language pathologists, and building administration, who work together to pinpoint the specific deficit in an area to write a goal to close the gap between the student and their peers. Once a goal is written, it is communicated to the family and updated quarterly to determine effectiveness and progress. This team of educators meets biweekly to discuss student needs, progress, and growth.

Pleasant View Elementary utilizes research based assessment practices to measure student progress and growth, to make instructional decisions, and to evaluate the effectiveness of instructional programming. Teachers create checklists based on standard expectations, teacher-created assessments, textbook assessments, rubrics, and portfolios were used to express student mastery of content and to communicate learning with their families. A combination of letter grades and standards-based reporting are also used to share student performance and progress on individual classroom assignments and quarterly with families.

In addition to the classroom assessment practices, our students participate in standardized assessments. In third and fourth grade, students participate in ISTEP+ testing which includes English/Language Arts and Mathematics. The third grade students also partake in IREAD-3, testing on the reading foundational skills and our fourth grade students take an additional ISTEP+ Science assessment. The results of these, State assessments, are shared and reported out with the parents and community once results are compiled by the State of Indiana.

The Measure of Academic Progress (MAP) testing provided through Northwest Education Association (NWEA) in language arts, reading, and mathematics is administered in early fall, winter, and late spring of each school year to evaluate academic progress for students in grades one through four. These norm-referenced assessment provide information about how our students compare to the rest of those in the nation. Kindergarten students who are identified for high ability consideration are assessed on NWEA as well. High Ability placement requires students to take the Otis-Lennon School Ability test in first and third grade for accurate programming placement. Other assessment means are the AIMSweb benchmarks given in the fall, winter, and spring and the continuous progress monitoring to evaluate progress and growth of students in foundational skills.

Pleasant View Elementary students outperform their state and national peers. Our students' test scores consistently rank us as one of the top-performing schools in the State. Due to this performance, our classroom expectations are high and include enrichment and acceleration. We celebrate this, but are continually looking for innovative ways to improve our instructional practices.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Pleasant View Elementary has a very strong learner-centered culture. This has been pivotal to a successful daily climate in the building. Teachers are professionals engaged in collegial conversations about teaching and learning. These conversations are occurring daily across our campus and can be found in all different structures ranging from teacher planning time to in-class and real time with students as a partner in the discussion. The campus is exciting, vibrant and full of energy that one can sense as they walk the halls. This is evident by highly engaging activities on the school campus that vary throughout the year (Day of Global Design, Family STEM night, Google Expeditions day, launch of Genius Hour, 3D printing activities and many more). The community is a welcome partner in the daily operations of school which leads to support of new endeavors.

Pleasant View Elementary provides a safe and caring learner-centered environment. Students have a voice in the building process of school. This can be from student-led morning announcements to a student video produced in the weekly community newsletter. The voice of the learner is also honored in writing innovation grants which have led to successful projects such as a new bike path and an indoor climbing wall.

An integral part of our school webs of support starts with our two counselors. They deliver a systematic approach to conflict resolution, goal setting, bully prevention and making healthy choices. New students are slowly transitioned into the flow of school with continual builds of positive support. In addition, “lunch groups” will frequent our campus as counselors meet with topic-specific groups to discuss, learn and share on common hurdles. These proactive measures have accounted for a great portion of our success.

Pleasant View Elementary values our teachers. The school structure is connected to our district goals of honoring student agency and valuing assessment for learning. Within this structure of goal alignment, teachers have a great deal of autonomy to be creative and model risk taking. This is led by supports for teachers and building deliberate opportunities for both professional learning and conversation time for reflection.

The Parent Teacher Organization (PTO) supports the school by creating community/campus events such as the welcome back Ice Cream Social, family activity nights (Math/STEM) and the all campus Jog-A-Thon fundraiser.

2. Engaging Families and Community:

Pleasant View Elementary has a very active community and family support system, which includes families, local residents, business owners, and school staff. Each group understands the vital and empowering role they play in fostering the love of learning and creativity in students. Our active Parent Teacher Organization (PTO) sponsors a large array of grants that include a rock wall in the Adventure Center, Chromebooks for students to use in their classroom, chickens and a coop to help students learn responsibility, and an after school running club.

Another community organization that sponsors teacher grants is the Zionsville Education Foundation (ZEF). This organization was founded by community members with the sole purpose to support teachers by funding grants. Some of the grants written are for grow towers for student to learn more about the life cycle of plants as they grow and harvest plants and ukuleles that were purchased so students can learn the musical skills in playing a string instrument. These organizations from the community make enriching experiences possible for students.

The community makes educational opportunities possible for students by donating their time and resources. One event that would not be possible without the help of the community is the school’s yearly musical. Members from the community help to design, sew, and build sets and costumes for students to put on a

spectacular production. This year, the students put on the production of “Seussical the Musical Jr”. Another event that is made possible with community support is Global Day of Design. On this day, teachers in the building offer different design challenges that challenge students to create better solutions to complicated problems. Students have the opportunity to choose design challenges that most interest them. Community members give their time and resources to make Global Day of Design possible. These authentic opportunities would not be possible for students to explore and learn these unique experiences if it were not for the support from the community.

3. Professional Development:

Professional growth is celebrated and held as a high value at Pleasant View Elementary. This is a continual collaborative conversation with professional educators that can be found on a daily basis at Pleasant View Elementary. This is evidenced by multiple outside groups who visit from other school districts in addition to the direct benefit to our learners.

Each teacher has the opportunity to be a part of a grade level team as well as a shared collaborator on varying district initiatives. This creates a system of continual conversation and growth tied to both building goals and personal interest.

Pleasant View Elementary provides organic professional development that is both job embedded and formalized for implementation. Professional development is focused around research based best practice. For many of our professional development offerings, our teachers have opportunities to choose based upon professional goals and interests. Within this model, a teacher may request professional development learning opportunities at any time. In addition, book studies are ongoing with staff participating at multiple levels.

Our district initiatives include honoring student agency and assessment for learning. This has been implemented by looking at ways to honor the voice of the learner in the entire teaching and learning process. Assessment for learning has allowed our professionals to look at ways in which assessment can be used as a learning tool rather than a grading artifact.

Our district uses a learning tool for staff evaluation. This tool, (ZTEP), provides frequent and consistent feedback which is actionable. It is built around purposeful planning, instructional strategies and teacher leadership. The teacher evaluation process is a learning tool focused on best practices in planning and utilizing data, formative and summative assessment, responsive instruction and feedback and promoting teacher leadership practices. This has assisted school improvement initiatives by instilling a sense of urgency and need through common eyes of leaders and educators.

4. School Leadership:

The School leadership team at Pleasant View Elementary has a demonstrated history of continuity. This team consists of a principal, assistant principal, counselor, STEM coach, literacy coach and a STEM/literacy coach. The essential philosophy is learner centered which fosters a collaboration of trusted professionals working together to do the right thing for each student. Honoring student voice and student agency have been main drivers for building goals.

The leadership team believes that every educator is also a learner. This creates a caring and collaborative learning environment in which continuous improvement is honored. This allows each member to share strengths and help others while researching new areas of growth. The school leadership also supports teachers and students to be authentic and collaborative learners.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Pleasant View Elementary has a reputation of being an incubator of ideas among professionals. There is a culture of ongoing professional growth and inquiry that is fostered through autonomy for educators to research and implement new ideas that are grounded in best practice. Teachers and staff are encouraged to “make us better” and benefit our students in all areas of child development with their ideas and practice. When an idea is brought forward to the leadership team, the most common response is, “How can we help?”

Because of this learning culture, it is not uncommon to see many research-based best practices in action throughout the school. From Project Based Learning, Problem Based Learning, Inquiry, Genius Hour, Passion Projects, and workshop-based instruction, the thing that these practices all have in common is that they foster student agency and assessment-based learning. Our staff does not ascribe to any one-size-fits-all way of instruction, just as our students are not one-size-fits-all learners. In honoring our teachers’ voice and autonomy, we foster student agency and empowerment.

Collective shared ownership is evidenced by the many projects inspired by students on our campus. A group of students wrote and received a grant for thousands of dollars to create a bike path that runs through our campus for the community to use. Our primary grade playground was designed by our families and students, and built by our community. It is a one-of-a-kind structure that our community views as an integral part of Zionsville, not just Pleasant View Elementary. It attracts many visitors to our campus on a daily basis. Students are able to write innovation grants to our Parent Teacher Organization for projects that will enhance their learning experience. Students have started their own clubs and organizations within the building to connect on a deeper level with students of similar interests and passions.

Our families have come to expect our students to lead the charge when it comes to learning experiences. We are fortunate to have the community support to be able to say “Yes” to student ideas. As a result, students are highly engaged in the learning opportunities because they helped build them. Their level of understanding deepens because they are invested in the success of the experience, and they are real-world applications with which they can connect. Pleasant View Elementary grows all people big and small by supporting meaningful learning experiences and opportunities.