

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. Jacquelyn J Kelsay

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

Official School Name Calvert Elementary School

(As it should appear in the official records)

School Mailing Address 1713 J Street

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

City Auburn State NE Zip Code+4 (9 digits total) 68305-2157

County Nemaha

Telephone (402) 274-4129

Fax (402) 274-4121

Web site/URL

https://www.auburnpublicschools.org/

g/

E-mail jackie.kelsay@apsbulldogs.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*Mr. Kevin Reiman

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

E-mail kevin.reiman@apsbulldogs.org

District Name Auburn Public School District Tel. (402) 274-4830

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. Beth Kernes Krause

(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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	23	19	42
K	22	22	44
1	32	34	66
2	21	29	50
3	34	29	63
4	32	16	48
5	35	33	68
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	199	182	381

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 1 % Black or African American
 - 2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 95 % White
 - 1 % 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: 7%

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	14
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	26
(4) Total number of students in the school as of October 1, 2015	400
(5) Total transferred students in row (3) divided by total students in row (4)	0.065
(6) Amount in row (5) multiplied by 100	7

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

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

Spanish

7. Students eligible for free/reduced-priced meals: 44 %
Total number students who qualify: 160
8. Students receiving special education services: 18 %
69 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.

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

9. Number of years the principal has been in her/his position at this school: 4
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	21
Resource teachers/specialists/coaches e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	9
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	18
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	5

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1
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	96%	96%	96%	96%	96%
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.

Auburn Public School is achieving success through innovation and excellence. Our Children. . .Our Future!

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 schools in District 29, which is now known as Auburn Public Schools, have a very robust and unique history. The town of Auburn itself is derived from two separate railroad towns, Calvert and Sheridan. In 1881, the two towns incorporated to become what we now know as Auburn, Nebraska. For many, many years our small, rural town housed two elementary schools aptly named Calvert and Sheridan. In 2009, Auburn Public Schools condensed to one elementary school building, Calvert Elementary. Today, Calvert Elementary has an enrollment of approximately 400 students, preschool through grade five. The school district's boundaries span over several farms and surrounding communities including Brownville, Nemaha, Julian, Peru, and Howe.

As our district mission states, we believe in "achieving success through innovation and excellence." We work to do this by providing differentiated and supportive instruction that meets the needs of all our diverse learners. Our student population includes a 44% free and reduced rate, a 7% mobility rate, and students from various ethnicities including Asian, African American, and Hispanic.

At Calvert Elementary, we work hard to provide high quality instruction and purposeful opportunities for each and every student. We do this by offering research-based curriculums and implementing instructional best practices. Calvert Elementary also maintains several programs, such as Response to Intervention (RtI), Student Assistance Team (SAT), High Ability Learners (HAL), school-wide Title 1, and district-wide Positive Behavior Interventions and Supports (PBIS) plus Intervention, Coaching, and Recovery (ICR).

Calvert Elementary has an excellent Title 1 program and special education department. Each of these departments works hand in hand with classroom teachers to implement various research-based interventions and appropriate adaptations for our diverse learners. Within the special education department, we also provide a behavior program (ICR) for Tier 2 and Tier 3 interventions and support.

Four years ago, we implemented school-wide Positive Behavior Interventions and Support (PBIS). During this four-year time span, a dedicated team of teachers has led the entire building in implementing a common language and positive school expectations for all staff and students. To do this, we have participated in multiple trainings for certified and support staff and have developed videos, lessons, and visual aids for our students. Along with the school-wide expectations, all teachers have worked to develop consistent procedures and routines plus establish positive relationships with all students.

Our school also collaborates with several community organizations to provide optimal services for the students. These organizations include TeamMates, Blue Valley Mental Health, Head Start, Parent Teacher Organization (PTO), and Nemaha County Backpack Program. Finally, Calvert Elementary offers a variety of fine arts and wellness programs such as a summer wellness and nutrition program, Bullpup's Breakfast Club (a basketball club open to all students), fifth grade band, and grade level music programs.

One of our strongest community partnerships is with Calvert Elementary Parent Teacher Organization. This group has partnered with Calvert Elementary teachers to offer enriching programs for our students. A sample of opportunities include various sports and art camps throughout the school year, Donuts with Grownups, a student coat drive, free clothing garage sale, end of the school year party, meals for teachers throughout the year, and donations of requested supplies to classrooms plus technology. The work of this outstanding group has truly benefitted the staff and students of Calvert Elementary.

In 2007, Auburn Middle School was the recipient of the National Blue Ribbon Award. Winning this award invoked a sense of school spirit and community pride. With that being said, Calvert Elementary works to build on our successes and continue to improve. As part of our school improvement process, a dedicated team meets monthly to review our district's school improvement goals, celebrate and communicate our success and develop a plan for continued growth. Due to the hard work the school improvement team and Calvert staff accomplished, Accountability for a Quality Education System, Today and Tomorrow (AQuESTT) designated Auburn Public Schools as one of the top five school districts in Nebraska. AQuESTT is Nebraska's accountability reporting process.

Calvert Elementary staff and the surrounding community strive to achieve success through innovation and excellence. Teachers put in countless hours to provide excellence to each and every student. Our teachers believe in the potential of every student, and they expect positive results and progress, regardless of a child's background or socioeconomic status. We pride ourselves in providing our students with a quality education that includes dedication, compassion and determination so that all our students are able to meet their highest potential. As we have done with our students in the past, our students today, and our students in the future, the staff of Calvert Elementary will continue to collaborate, differentiate, and accommodate the needs of all our diverse learners in our ever-changing world to provide high standards of excellence for our dynamic students.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Teachers use the core curriculum at Calvert Elementary, to build a student-centered learning environment that is innovative, collaborative, and challenging. A robust and relevant curriculum equips our students with a strong foundation in traditional areas of study such as reading, science, social studies, math, and language arts; it also develops important 21st century skills. Calvert's core curriculum is driven by Nebraska State standards, local and state assessments, and curriculum analysis.

At Calvert Elementary, we have a District Curriculum Coordinator who facilitates our grade levels and guides staff through curriculum alignment. We align our curriculum vertically so that lessons build on each other in a logical sequence by subject and by grade level. Here at Calvert, we also align our curriculum horizontally making sure that what is taught in one grade level classroom is being taught by the whole grade level team.

Our reading curriculum, Macmillan/McGraw Hill – Treasures, uses a variety of fiction and nonfiction selections to teach multiple components of language arts. These include phonemic awareness, phonics, grammar, vocabulary, spelling, fluency, and comprehension. Our curriculum scaffolds these focus areas throughout the grade levels. Core reading is taught daily for ninety minutes throughout the building. Teachers constantly analyze data from multiple sources to tailor and guide their instructional focus based on student needs.

Our district adopted the Lincoln Public Schools 6-trait writing curriculum in the 2013-2014 school year. All instructors, grades Kindergarten through 5th grade, use the Lincoln Public Schools 6-trait curriculum daily. Writing skills throughout the grade levels are built on a solid foundation and follow a continuum of skills. As children progress through the grades, their writing instruction routine is very similar each year and common language is used throughout. Another key component of this curriculum is that it incorporates literature into many of the lessons. Instructors use ongoing, formative and summative measures to track student learning through teacher modeling, group revision and editing, assessing the writing of others, and self-assessment. Instructors use these assessments to measure student progress and adapt instruction.

In the 2013 - 2014 school year, we adopted a new math curriculum, Scott Foresman's EnVision Math. Since adopting this curriculum, our state test scores have shown significant growth. All of our teachers received training on how to implement this curriculum with fidelity. Not only do classroom teachers use enVision Math, but also our Title 1 and Resource staff. This allows students to receive tiered instruction using the RtI model, and ensures that all students are being held to the same high standards. Our teachers use results from Measures of Academic Progress (MAP) testing and have discussions at weekly grade-level meetings to group students so they receive the amount of instruction necessary to meet individual needs.

In grades K - 2, science and social studies are integrated in our reading curriculum, Macmillan/McGraw-Hill – Treasures. Science and social studies standards are integrated throughout the nonfiction stories/activities. In upper elementary, fourth and fifth grade classes are departmentalized allowing for teachers to concentrate on one subject area, science and social studies, as well as being able to schedule more class time for these content areas. Fourth and fifth grades have many hands on learning opportunities both in and out of the classroom as students participate in a variety of field trips and workshops for both science and social studies. The curriculum used for grades 3 – 5 is MacMillian/McGraw-Hill in science and social studies.

Our Preschool Program, Bulldog Beginnings, utilizes two curriculums to guide their social skills learning. Creative Curriculum and Second Step Curriculum are both taught in large group and then integrated into the preschoolers' everyday activities (small group, choice time, and lunch). Creative Curriculum is designed to support students' social, emotional, physical, and cognitive development. The curriculum allows them to gain a love for exploration and learning through hands-on and interactive lessons that teach self-esteem, problem solving, conflict resolution, and managing emotions. Second Step Curriculum is centered on executive functioning skills that coach children through self-regulation and social/emotional awareness.

2. Other Curriculum Areas:

Calvert Elementary School nurtures the whole child through music, physical education, guidance and counseling, visual arts and technology, and library programs.

Calvert's physical education and music education classes are offered to every grade level from preschool through 5th grade. Students attend these classes two to three times a week. Preschool students benefit from fifty minutes per week, while K - 5 classes meet for a total of 70-75 minutes.

Music education utilizes the Feierabend Method. In Preschool through 1st grade, students develop skills that are essential to musical pre-literacy. They become "tuneful, beatful, and artful." This is accomplished through the use of vocal and movement exploration, echo and call/response songs, simple songs, movement to show form and expression, songs/rhymes with beat movements, finger plays, circle games, and song tales.

Upper elementary students develop music literacy skills through Feierabend's Conversational Solfege curriculum. Students learn to aurally decode, improvise, read, create, and notate music. They are building these skills in fun ways, in addition to engaging in folk dance and singing. Recorders for all the third and fourth graders, choral music for all fifth graders, and band several fifth graders, become natural outlets to enrich those skills.

Physical education is a requirement for every student at Calvert Elementary. We believe that exercise plays an essential part in the success of our students. The physical education curriculum is skills-based and focuses on aerobic endurance training and skill building. It is derived from several different sources such as the SPARK curriculum, FitnessGram, and the National Physical Education Standards. The lessons are designed to ignite both sides of the brain and help students learn new techniques to be successful both in physical education and in the classroom. The students are actively engaged in learning from the time they enter the gym to the time they leave the gym. Step by step skill building demonstrates to our students how essential new learning is; they learn to first build a foundation of knowledge and skills, then can expand on that and learn the next step of the process.

In addition to scheduled physical education classes, a Wellness Camp is offered to students in Grades one through five during the summer. Exercise, healthy eating, and summer safety are explored and enjoyed by students who choose to participate.

The school nurse provides the fifth grade students with a brief, age-appropriate sex education unit each year. Based on all-school health screenings, she is able to provide additional instruction for students lacking in knowledge of basic hygiene.

The Guidance and Counseling program follows standards developed by the Nebraska and American School Counseling Association. Calvert's guidance counselor engages the students in grades K - 5 every other week. The lessons are designed to teach children how to understand and manage their emotions, control reactions, build empathy, problem solve, and make responsible decisions. "Second Step Social Skill Program" is used in classes, small groups, and individually to aid students in building these vital social-emotional skills.

Students have access to many other activities and opportunities such as the TeamMates Mentoring Program for fifth grade students, Red Ribbon Week activities, 5th Grade Buddies (pairs Kindergarteners with 5th Grade students), Community Health Partnership assemblies that teach positive habits/healthy decision-making, and a 5th Grade Drug Abuse Resistance Education (D.A.R.E.) curriculum.

Visual arts and technology are embedded in the classrooms at Calvert, where students spend time exploring various artistic mediums to express themselves creatively. Student art includes the study of particular artists, genres, and techniques and often reflects topics studied in the classroom. Teachers and students work on and offline with iPods, iPads, mimeo boards, doc cams, and computers to facilitate teaching and to access scores of learning tools such as XtraMath, Brain Pop, Khan Academy, and Edutyping used by the fourth graders.

Calvert's library program includes a weekly class where Preschool through fifth grade students are able to check out books, are exposed to high quality literature and gain access to resources necessary for academic

success. The Librarian annually facilitates One School, One Book, Scholastic Book Fair, and participation in the student-choice Nebraska Golden Sower Awards providing the Calvert community with a great way to embrace literacy. As a result, our students and families recognize the importance of reading.

3. Instructional Methods, Interventions, and Assessments:

Calvert's school environment emphasizes a strong approach on instructional methods, interventions and assessments. Educators at Calvert pride themselves on using multiple varieties of instructional methods. Two instructional methods teachers utilize daily in the classrooms include Marzano's comprehensive framework for effective instruction and Anita Archer's explicit instructional strategies. Each year, educators develop a professional goal, which is focused on one of Marzano's nine design questions. Every grade level has created and implemented proficiency scales that are aligned to their grade level curriculum standards. Anita Archer has trained multiple teachers at Calvert. Her explicit instructional strategies align with Marzano's design questions and provide all grade levels with techniques to reach every learner. Our administrator does weekly walkthroughs in our classroom. Some of the instructional strategies she looks for include choral responses, written responses, hand signals, echo reading, cloze reading, partner collaboration, student engagement, and intensity and enthusiasm. Many of these strategies focus on student engagement in order to gain a deeper understanding of new concepts being taught. Effective instructional methods are recognized as an important component to our daily instruction.

At Calvert, we are efficient at using a variety of instructional methods; however, we recognize that some students will require additional instructional methods and interventions to succeed. Teachers meet weekly as a grade level team. We also meet multiple times throughout the school year with our Data Analysis team to analyze data to match the appropriate intervention to the students' individual needs. Once the appropriate interventions have been established, Calvert staff implements interventions with fidelity. During the interventions, teachers document progress and track DIBELS Progress Monitoring. Grade Level Teams then progress monitor on a regular basis and review the current data with grade level teams to make adjustments as needed.

Calvert has multiple interventions available to different grade levels. Lower elementary often uses Sound Partners, Read Naturally, K-Pals plus First Grade PALS, and Five Minutes to Better Reading. Upper elementary uses Rewards, Read Naturally, and Six Minute Solutions. Calvert's RtI team has developed a list of interventions available. The list allows teachers to evaluate the specific needs of a struggling student and find an appropriate intervention to meet the student's needs. Classroom teachers allot time each day to work on interventions with students. In addition, our Title 1 teachers work with small groups to provide extra support for students who are below benchmark. We also have our Resource teachers who provide Tier II and Tier III instruction and interventions for students who are verified and have an Individualized Educational Plan (IEP). For those students above benchmark, we challenge them with Kahn Academy, Accelerated Reader, High Ability Learner camps, differentiated instruction, and various technological activities.

At the end of each school year, Calvert's teachers meet and collaborate with previous teachers to examine students' data and prepare for instruction of the next year's class. During this meeting teachers look at data, anecdotal notes, current interventions that should be continued the following year. Throughout the school year, teachers use formative and summative assessments to monitor student progress. Summative assessments used in our building include Measures of Academic Progress (MAP), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Nebraska State Accountability (NeSA), Cognitive Abilities Test (COGAT), and assessments that are aligned with our math and reading series. A variety of formative assessments are used throughout the day. Some of those assessments include exit tickets, think-pair-share, role-playing, learning scales, choral and partner responses, quick writes and summaries. These assessments are beneficial to help students learn about themselves and achieve targets that align with the standards. We believe that parent communication is important. Monthly progress reports are sent home in addition to goal setting and conferencing with students individually and with parents as needed.

Instructional methods, interventions, and assessments are focused around collaboration. Calvert teachers work together to make sure the needs of all students are being met during instruction time. Assessments allow us to monitor our instructional methods and interventions. At Calvert we believe in achieving success through innovation and excellence. Our Children. . .Our Future. . .

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Welcome to Bulldog "PAWsitve" Country, where all are greeted with a cultivated environment that encourages safe, respectful, and responsible behavior. At the core of Calvert Elementary is the framework of PBIS (Positive Behavioral Interventions and Support). PBIS is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning. Normally, school-wide discipline has focused mainly on reacting to student misbehavior. Research has shown that the implementation of punishment especially, when not used consistently, is ineffective. Modeling, reinforcing, and rewarding positive social and academic behavior is a much more positive approach than waiting for misbehavior to occur. The purpose of PBIS is to establish a staff-wide climate where appropriate behavior is the norm. Students are recognized both daily, weekly, bi-weekly and quarterly for their positive choices. Teachers and staff are recognized daily, weekly, bi-weekly and quarterly for their modeling and positive behavior support. Staff and teachers for their efforts in following through and being consistent developed rewards and incentives.

In addition to our proactive efforts and high expectations of student performance, we motivate our students through a variety of incentives and programs. Multiple times throughout the year, classroom teachers meet individually with each student for goal setting and reflection on both district and state assessments. Staff also initiates community and student relationships through D.A.R.E., Junior Achievement, TeamMates, and P.T.O., Peru State College peer tutor partnership, 4H, and Nemaha Against Drug and Alcohol Abuse (NADAA). Students investigate electrical safety at the Board of Public Works, learn about our hometown history at the Nemaha County Museum, develop consciousness regarding water conservation at Peru State College's Water Day Celebration, and reinforce good choices through a tour of The Nemaha County Sheriff's Department. During Fire Safety Week, the Nemaha County Fire Department along the Nebraska Fire Marshal's Office offer opportunities for students to learn fire safety procedures at school and at home.

Our core values and conscientious efforts have created a culture of best practice that have led to being named one out of five districts in Nebraska to receive a rating of excellence as part of the Nebraska's accountability reporting process known as Accountability for a Quality Education System, Today and Tomorrow (AQuESTT). The state report card designates each district as an Excellent, Great, Good, or Needs Improvement school. Furthermore, the school was categorized as a top ten school in Nebraska for the last three years.

2. Engaging Families and Community:

Calvert Elementary brings school, families, and communities together in a variety of ways. Calvert PTO is the cornerstone of engaging families and communities within our district. PTO organizes events such as an after school painting class, cheerleading camp, basketball camp, fundraisers, coat drive, student garage sale, and bi-monthly meetings. Calvert PTO works to improve the quality of education for students and teachers by working with parents, businesses, and community members to reach yearly student centered goals.

Teachers, staff, and administration provide a bi-weekly newsletter to Calvert families. A school webpage is updated regularly to inform the community of events and student success. Teachers send positive postcards to each student twice a school year. Third grade hosts a NeSA Parent Night to introduce and inform the third grade students and their families about state testing. This activity impacts student success on state testing.

Community involvement includes the TeamMates program, Backpack Program, Fire Safety Presentation, Arbor Day Presentations, Rotary Club Dictionary Donation, Energy Day at Auburn Board of Public Works, Ariens Nature Park, Book-It program, D.A.R.E., and Peru State College. Community members offer mentoring services for selected fifth grade students through the TeamMates program. St. Paul Lutheran Church of Auburn works to provide food backpacks for students in need. Auburn Volunteer Fire Department provides education and an annual tree planting ceremony to Kindergarten and Third Grade

students. Each year Auburn Rotarians Club donates dictionaries to all third grade students. Auburn Board of Public Works educates fifth grade students during their yearly Energy Day event. Ariens Company is a local manufacturing company that created a Nature Explore outdoor classroom that is utilized by students of all ages. It is within walking distance of Calvert Elementary. Teachers and students from Calvert Elementary utilize the Pizza Hut Book-It program. The Nemaha County Sheriff's department provides D.A.R.E. to our fifth grade students.

Peru State College (PSC) is located within our district in Peru, Nebraska. PSC hosts cheerleading, basketball, and volleyball camps for local elementary students. Peru State College invites Kindergarten through Second Grade students to a Dr. Seuss celebration yearly. Third grade students attend Brain Quest, which provides students with activities in Math and Science. Fifth grade students attend the annual Water Olympics at PSC to educate students in the area of Science.

3. Professional Development:

Auburn Public School's Calvert Elementary offers many professional development opportunities. The goal of Calvert is to provide opportunities for teachers to learn and grow. These opportunities support the excellent work that our teachers provide on a daily basis. Professional development comes from many different outlets including Staff In-Services, PLCs, Marzano teams, Professional Goals, and a Teacher Mentor Program.

Each school year starts with a focused and determined attitude. The year starts with staff in-services where teachers and administrators collaborate to reflect and improve upon past goals and set new goals. As the year continues, the in-services are utilized to regenerate instructional strategies and improve student achievement. Our focus is to analyze data and make changes to enhance each student's overall learning.

Along with staff in-services, we hold monthly PLCs within grade levels. The purpose of the meetings are to communicate about behavior and academic data, weekly successes, and discuss any improvements that need to be made. These meetings are to drive our communication and collaboration to best meet the needs of every student.

Another type of professional development that our district provides is the opportunity to attend the Nebraska Educational Service Unit's #4 (ESU) Marzano Workshops. These workshops are focused on the philosophies of Robert J. Marzano. For the last three years, a team of educators has attended these workshops. The workshops consist of six days where teachers meet and learn with other area educators. Throughout the year, the district teams meet, collaborate, develop, and present the information from the workshops to the district staff.

Based off Marzano's design questions and elements each educator develops a professional goal to work on and implement throughout the school year. Each educator meets quarterly with our school administrator and ESU #4 professionals to collaborate and reflect on their goal.

Our district provides a teacher mentor program for incoming teachers. A new teacher is paired up with a veteran teacher that teaches the same grade level. The veteran teacher and new teacher meet at the beginning of the year and also periodically throughout the year. The veteran teacher helps the incoming teacher get accustomed to district expectations and norms.

Through these opportunities teachers at Calvert are constantly learning and growing. We believe that this assists the staff in helping each child reach their full potential. The educators at Calvert are lifelong learners and enjoy the opportunity to always improve their teaching.

4. School Leadership:

Calvert Elementary has multiple leadership roles that help our teachers and students succeed. The main driving force for all of our leadership committees within our building is our principal. She attends all committee meetings as well as student meetings which include Individualized Educational Plans (IEPs),

Multiple Disciplinary Team (MDT), and Student Assistant Team (SAT). Our principal is a very strong instructional leader. Regular classroom visits are conducted for informal observations where teachers receive immediate feedback. Formal evaluations are conducted on a rotating cycle. This evaluation process gives the principal a chance to sit down and discuss professional goals, growth, and leadership opportunities with each staff member. Our principal also leads by building strong relationships with students, staff members, parents, and our community members.

We also have a Special Education Director, School Improvement and Curriculum Director as well as Guidance Counselor who provide leadership for our building. The Special Education Director attends all Special Education meetings and provides support, materials, and training for all teachers. Our School Improvement and Curriculum Director provides training in professional development. She also oversees all district wide assessments and leads our staff in making decisions on curriculum along with leading teachers in goal setting and implementing school wide progress assessment. Calvert's Guidance Counselor leads multiple committees and works with students and staff on building trusting relationships. One of the leadership strengths of Calvert Elementary is participating on committees. Teachers attend trainings and bring that information back and lead the staff on implementing the workshop strategies. A few examples of our leadership committees include: PBIS (Positive Behavior Intervention Supports), Marzano, Response to Intervention (RtI), SAT, and Crisis/Safety Team.

School leaders at Calvert Elementary strive to provide a safe, respectful, and responsible learning environment for all students. Teachers are encouraged to attend professional development opportunities and incorporate plus implement data-driven and research based instructional strategies in their classrooms. Our administration is proactive in providing training opportunities for paraprofessionals to gain skills and strategies to effectively support students and teachers.

Our Parent/Teacher Organization at Calvert Elementary works closely with administration to enrich students' learning experiences and promotes a positive school culture. The administrator understands the importance of these activities and experiences in order to develop relationships and create a positive foundation for life-long learning.

In conclusion, Calvert Elementary staff, administration, and community collaborate in order to achieve success through innovation and excellence. Our Children . . . Our Future.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Calvert Elementary's academic success is primarily based upon our use of data. We use DIBELS, MAP, NeSA, and classroom assessments to identify our needs. We meet three times per year to analyze our scores. During these data analysis meetings, which are led by our guidance counselor and principal, we look at our test results over the last three years to determine the strengths and weaknesses of each grade level.

We have an RtI team that is made up of staff members throughout the building, as well as the administrator. This team has established the decision rules for identifying the Tier 1, Tier 2, and Tier 3 levels of instruction. A strong component of the RtI process has been the improvement of core instructional practices. The RtI team has provided needed resource materials, teacher training, and professional development.

We have PLC's that meet monthly. During these PLC meetings, we look at data and adjust our flex groups and instructional strategies as needed. We have decision rules and a list of research based interventions in place to guide our decision-making. In addition to school-wide PLC's, we meet weekly with our grade level teams. During our grade level meetings, we take time to discuss weekly lesson plans, curriculum, and student concerns.

Our school improvement action plan states two goals: Goal #1-All students will improve math concepts and problem solving skills across the curriculum and address the needs of all learners, especially the low achievers. Goal #2-All students will improve behavior skills in all areas. We also continue to work on our reading goal of improving reading skills across the curriculum. Our action plan outlines the use of small reading groups, flex grouping, fluency, comprehension, and vocabulary instruction to improve reading skills. In math, we implemented a new core curriculum and organized students into small math groups. Furthermore, Calvert Elementary implemented a school wide behavior intervention called Positive Behavior Interventions and Supports (PBIS), which is an organized, data-driven system of interventions, strategies, and supports that positively impact school-wide and individualized behavior planning.

In conclusion, our school created a Google Doc, which is a working document of student data, that all teachers have access to at any time. This facilitates the smooth transfer of student data from year to year. We use this tool to document successful teaching strategies and interventions used to improve student achievement.