

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 Ms. Kristen Cottrell

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

Official School Name Ledgeview Elementary School

(As it should appear in the official records)

School Mailing Address 9130 Shepard Road

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

City Macedonia State OH Zip Code+4 (9 digits total) 44056-1452

County Summit County

Telephone (330) 467-0583 Fax (330) 468-4647

Web site/URL
http://www.nordoniaschools.org/ledgeviewelementary_home.aspx E-mail Kristen.cottrell@nordoniaschools.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. Joseph Clark E-mail joe.clark@nordoniaschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Nordonia Hills City School District Tel. (330) 467-0580

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 Mr. Chad Lahrmer
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 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	35	47	82
1	35	46	81
2	45	56	101
3	42	50	92
4	51	60	111
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	208	259	467

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 13 % Black or African American
 - 1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 75 % White
 - 6 % Two or more races
 - 100 % Total**

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

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

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2015 until the end of the 2015-2016 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	22
(4) Total number of students in the school as of October 1, 2015	488
(5) Total transferred students in row (3) divided by total students in row (4)	0.045
(6) Amount in row (5) multiplied by 100	5

6. English Language Learners (ELL) in the school: 2 %
9 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):
Punjabi, Vietnamese, Korean, Gujarati, Spanish

7. Students eligible for free/reduced-priced meals: 18 %
Total number students who qualify: 86

8. Students receiving special education services: 10 %
45 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.

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

9. Number of years the principal has been in her/his position at this school: 1
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.	10
Paraprofessionals under the supervision of a licensed professional supporting single, group, or classroom students.	19
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 22:1
12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2015-2016	2014-2015	2013-2014	2012-2013	2011-2012
Daily student attendance	97%	96%	97%	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.

Ledgeview celebrates lifelong learning. Through effective relationships, Ledgeview empowers all students to succeed in a safe environment where individuals are responsible for attitudes and actions.

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

Ledgeview is one of three K-4 elementary buildings in the Nordonia Hills City Schools. Our district is comprised of five different communities: Northfield Village, Northfield Center, Macedonia, Sagamore Hills and sections of Boston Heights. The district's name is a portmanteau drawn from portions of the names of the communities it serves. In the past, the distinct personalities of the communities Nordonia serves caused divisions that impacted the school. Redistricting efforts at the elementary school level have led to a blending of students from the different communities in each of the three buildings. The personal relationships formed between the families and students through their education at the elementary schools have helped to create a united Nordonia community.

Ledgeview Elementary houses 471 students in grades K-4. We are located in Macedonia, Ohio but serve students from Northfield Village and Northfield Center as well. Ledgeview is a primarily middle class suburban community. Our student population is reflective of the diversity in our community both ethnically and economically. While Macedonia is primarily middle class, Ledgeview is home to students of many different economic and ethnicities. Exposure to different ethnic and economic backgrounds has given all of our students an opportunity to learn about the diverse world we live in through interactions with their peers.

Ledgeview's mission statement says "Ledgeview recognizes, honors and celebrates lifelong learning. Through highly effective relationships, Ledgeview empowers all students to succeed in a safe, secure and respectful environment where every individual is responsible for positive attitudes and actions." This mission statement touches on some of the key strategies we believe are fundamental to our students' success: strong relationships, a supportive school climate that promotes academic and social growth, and helping our students develop their personal commitment to their education.

Our commitment to relationships and a positive school climate starts at the school door. Each day our staff members greet our students as they enter the building from the busses and car pool. The friendly cafeteria staff is ready with breakfast for our students each morning and our students are greeted with smiles and hugs from their teachers. Our office staff does an exceptional job creating warm and caring relationships with our students, families and staff. Thanks to their dedication, our main office is a welcoming central hub that effectively and efficiently keeps our school running. Our academic day starts with student led announcements. Each day the whole school joins together to say the Pledge of Allegiance and recite our Whole Brain school rules:

Rule #1 Follow directions quickly and quietly

Rule #2 Raise your hand for permission to speak

Rule #3 Raise your hand for permission to leave your seat

Rule #4 Make SMART choices!

Rule #5 Keep your dear teacher happy!

These simple school rules promote and reinforce pro-social behavior in student friendly terminology each day. Students' birthdays are part of the daily announcements and each student receives a birthday postcard handwritten by the principal when they come down to have their picture taken. On Warm and Fuzzy Wednesday, Thinking Thursday, and Funny Friday office staff members are featured on the announcements to help build recognition as the basis for ongoing relationships with our students.

Our commitment to relationships is evident among the staff members. Ledgeview has a long-standing history of collaboration and teaming. Each week grade level teams are given time beyond their normal planning time to meet to discuss assessment data, student needs and to plan together. This collaboration has led to many successful innovations that have contributed to a positive school climate and academic success like Whole Brain Learning, and What I Need (WIN) period. Grade level and school traditions have also emerged from the collaborative relationships among the staff members. Our annual Veterans Day celebration, literary pumpkin decorating contest, gingerbread house decoration and grandparent's day are examples of Ledgeview traditions started by our staff members.

The Ledgeview Parent Teacher Association (PTA) also believes in the power of positive relationships and lifelong learning. They support our students, families and teachers through student-centered activities and

fund raising. Our teachers receive financial support for supplies to support educational initiatives in their classrooms such as mice for Chromebooks and classroom library books. Our students benefit from author visits, assemblies, and book fairs. Our families have many opportunities to create lasting memories through the variety of family friendly events planned by the PTA like Family Night at Fun’N’Stuff, ice cream socials, father/daughter and mother/son events and more.

Ledgeview Elementary is a vital pillar of the communities it serves. We understand the importance of our role, not only as a place to educate children but also as ambassadors for the Nordonia Hills City School and the Nordonia community. The success of our academic programs depends on the continued development of our relationships. Ledgeview has a historical commitment to families we welcome into our school each day and consistently targets ways to create new connections while strengthening established programming.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

Ledgeview Elementary uses a foundational approach for all of our instruction. We start with standards based instruction. We insure students understand the specific goal and purpose for the lesson through “I can” statements. We use authentic diagnostic and formative assessments to understand our students’ learning strengths and needs. Our teachers then use these ongoing assessment data to continually craft appropriate lessons to meet our students’ changing needs as they learn and grow through instruction.

Our teachers use the Jossey-Bass framework to guide their instruction. This framework for teaching requires students to think, analyze, problem solve, and make meaning of what they read. Ledgeview teachers also use the four components of teaching for understanding: generative topics, understanding goals, performances of understanding, and ongoing assessment.

English Language Arts

As an elementary school we are highly cognizant of the importance of the foundational learning in reading that we provide. We understand that our students’ ability to read, comprehend and analyze a range of texts will have a profound impact on their future academic success in all areas. Accordingly, we have embedded our science, social studies and parts of our math curriculums into our literacy framework.

The Jossey-Bass framework serves as the guideposts for Guided Reading and skills-based activities, that form the foundation of our reading program. In our leveled guided reading groups our students learn foundational skills, close reading strategies, text annotation, and text analysis skills. Our skills based learning centers and tasks allow students to benefit from mixed ability grouping as well. Our teachers use traditional learning tasks combined with computer-based adaptive programs, such as Lexia and ScootPad, to provide a wide range of targeted learning opportunities for the students we serve. Time for independent reading is also incorporated into our classrooms and we use Accelerated Reader to encourage and support our students’ independent reading.

Math

Our district’s adopted math program is Everyday Math. Everyday Math is a Common Core standards based program that utilizes a spiral curriculum approach to learning. The incremental learning approach used in Everyday Math has been shown, through research, to be a highly effective learning strategy when compared to massed learning. This ideology mirrors our approach to teaching reading. Everyday Math also teaches students a multi-strategy approach to learning. Using a multi-strategy approach teaches flexible thinking, provides multiple perspectives that support different learning styles, and helps students develop a deeper understanding of how numbers function in their various relationships to one another.

In addition to our use of Everyday Math we also use other building wide practices to engage our students in mathematical thinking and practice. At the building level we recently incorporated explicit teaching and recognition of the 8 Mathematical Practices into our instruction. Our goal is to help our students understand the overarching themes of mathematical thinking and practices to bring a more cohesive perspective to the spiral curriculum provided in Everyday Math. Our teachers also incorporate computer programs that are adaptive to students’ individual needs and areas of curricular focus by using First In Math and ScootPad in their daily instruction.

Science

Science is a natural area of interest for our students as they learn about and make sense of the world around them. Our students’ learning in science is supported through a combination of reading and integrated learning activities. Reading in the science curriculum is integrated with our informational text and writing standards. This is done in a variety of ways, such as the use of short, leveled scientific texts in Guided Reading, whole group analysis of text, use of common core exemplar texts, and science based writing activities. Student learning is also supported with hands on learning activities, field trips, lessons in the outdoor learning center, and our annual COSI assembly.

Social Studies

Much like science, our social studies curriculum is supported through a combination of reading and integrated learning activities. Students learn about the world on the local, national and international levels through texts integrated into the curriculum. Students also complete a variety of integrated learning activities at different grade levels. For example third grade students complete an economics project where they learn about small business then plan and produce a product which will be sold to other students. Our second grade team integrates many of the social studies standards into their annual Living Museum project.

2. Other Curriculum Areas:

Ledgeview supports our students' learning in art, physical education, music, library and Second Step to help create well-rounded students with an enhanced understanding of their interests, skills and the possibilities of the world around them. Art, Music, PE and Library are offered to all of our K-4 students. Co-curricular classes are 40 minutes in length and are offered in a four-day rotating schedule. Students also meet with each teacher for an additional class period once every two weeks in the afternoon.

PE

The physical education program gives our students a unique opportunity to improve their bodies and minds. Students are able to learn and grow in the psychomotor, cognitive and affective learning domains. We follow and utilize the state of Ohio PE standards. This allows us to create a diverse curriculum that includes: gymnastics, dance, manipulative and locomotor skills, team sports, nutrition, and fitness components -- among others. Students participate in developmentally appropriate games and activities in an inclusive environment that maximizes participation and student learning. Teamwork, cooperation, respect and a sense of togetherness are stressed. The ultimate goal of the PE program is to create healthy, well-informed students who become life-long movers.

Art

Our art program seeks to develop our students' fine motor skills, enhance their visual understanding of the world and teach all elements of art as a platform for deeper understanding and celebrates diversity. Our school produces a digital portfolio through uploaded photographs of all artwork produced by our students. The art program uses a combination of individual, group and community projects often incorporating other areas of learning such as Math, Science, Social Studies and Language Arts. The program also seeks to meet the needs of all of our learners through enrichment opportunities and adapted art lessons. Our students' work has been commissioned and purchased by several corporations including Akron Children's Hospital. Our program also utilizes partnerships in art that have been formed through One World Art exchange, art shows and high school collaborations.

Music

Ledgeview music students participate in Quaver's Marvelous World of Music curriculum, which follows the state and national standards of music. This program is designed to help students see musical connections to math, language, history, reading, and science. Language, both English and other languages, such as Italian, are used daily through the use of music terminology. World history is an important part of music. Students study the different periods of music and composers from all parts of the world. Music students practice reading standards by reading left to right, encoding rhythms to notation, and decoding notation into performance. Students are regularly learning and experience science in the music classroom by discussing how sound production is vibration, and how longer sound waves produce low pitches and shorter waves produce higher pitches. Students experience world music, live demonstrations of instruments and peer demonstrations of accurate singing models. Quaver gives our third and fourth grade students, who have 1:1 Chromebooks, the ability to access music curriculum activities at home along with practice accompaniments for their recorder selections.

Library

The library media center at Ledgeview collects, organizes, and facilitates access to information resources in many formats. We support teaching, learning, and research in a collaborative learning environment. A focus is placed on enhancing information and media literacy skills to assist students in becoming effective users of

ideas and information for the 21st century. Our library supports literacy and comprehension skills by cultivating a range of differentiated materials for our collection. We circulate approximately 19,000 books annually. Library instruction focuses on key skills that include utilization of library foundational skills and organization, story elements, nonfiction research, author studies, and genre-focused book studies. There is a focus on reading for enjoyment as well as reading for a purpose and the library environment is continually evolving to meet our students' needs.

^{[[}_{SEP]}Second Step

Second Step is a research based, social emotional learning curriculum that focuses on the areas of skills for learning, empathy, emotion management, and problem solving. Second Step is included in the co-curricular schedule to help our students learn key social/emotional skills that, when utilized, help students regulate their emotions and reactions with their peers in the classroom. Students are introduced to the main concepts through a variety of interactive methods, including songs, videos, and role-play. Students meet for Second Step once every two weeks as part of the afternoon co-curricular schedule.

3. Instructional Methods, Interventions, and Assessments:

Ledgeview Elementary uses many different researched based practices to provide all of our students with strong academic program. Our goal is to foster flexible learning environments that meet students where they are and help build their academic capacity. There is an emphasis on instructional practices that consider each child individually then create appropriate learning experiences that are academically and personally engaging.

Ledgeview Elementary uses tiered instructional practices across the curriculum that use both ability based grouping and mixed ability skill based learning. To meet the needs of our learners there is an emphasis on presenting information in multiple modalities - using approaches like Whole Brain learning. We believe that learners grow through personal interaction with the lesson concepts. This translates into classroom practices that emphasize direct instruction interspersed with peer-to-peer interaction in the forms of: discussion, questioning and group activities to keep students actively involved in the evolution of their learning experiences. Some examples of these types of learning experience are Genius Hour in fourth grade, Envision for our third grade students, the Living Museum project in second grade, habitat reports for our first grade students, and the hundred-day museum and fashion show for kindergarten students.

Data are an important indicator for our students' learning. They are the basis for our decision-making. Diagnostic, formative and summative assessments are differentiated at all grade levels to ensure students have the opportunity to express their learning in ways that reflect the demands of the standards while allowing for students individuality. We use common assessments, district wide Student Learning Objectives (SLOs), STAR Early Literacy, STAR Reading and Math, Leveled Literacy Instruction (LLI) and AimsWeb to assess students learning. A combination of these measures is utilized to provide immediate and timely feedback so the intensity and specificity of supports/intervention can be proactively implemented, increasing the likelihood of improving student outcomes. To make use of the data gathered, Ledgeview has instituted a formal no new instructions period into the school day to allow teachers, and other support personnel, to provide interventions, set up additional practice, or enrichment activities for our students.

For students at risk, Ledgeview Elementary works within the Response to Intervention (RtI) framework. Assessments that are broad based assessment of competence, sensitive to small increments of growth, correlated/predictive of later academic competence, with known rates of improvements are utilized as the basis to move students up and down the tiers of intervention. Teacher teams meet with the building principal, school counselor, school psychologist and other school support personnel to review individual students' progress. The team tracks the progress of students at risk by evaluating their progress on assessments, class work, and response to supplemental interventions that have been in place. Student's individual intervention plans are revisited and revised as needed based on all of the data gathered determined by progress monitoring data.

Technology is embraced across the curriculum. Every classroom has a Smartboard and document camera. This hardware provides whole class access to online resources, student projects and presentations, and

creates opportunities for collaborative problem solving. All grade levels have access to 1:1 technology. Students in kindergarten through second grade can use the computer lab, class sets of iPads, or Chromebook carts. Third and fourth grade students are assigned their own Chromebook for home and school use. All grade levels first through fourth grade have integrated First in Math and Accelerated Reader into their learning day. Additionally grades K-2 use Lexia and grades 3-4 use ScootPad to integrate computer adaptive learning opportunities.

To address the achievement gap between students with disabilities versus their non-disabled peers, our team of intervention specialists work closely with each other and the classroom teachers. Student rosters are fluid amongst the intervention specialists so that instructional specialization and programmatic expertise can be capitalized upon (e.g. a student will work with the intervention specialist who is skilled with the Wilson Reading Program even if that student isn't specifically assigned to that intervention specialist). Intervention specialist and classroom teacher partnerships focus on instruction that aligns students' academic needs with grade level expectations. They carefully schedule services and supports to maximize the time that students with disabilities are in the least restrictive environment receiving grade level instruction and optimize access to the curriculum using modifications and accommodations to meet students' individualized learning needs.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Ledgeview Elementary is dedicated to creating an environment where all students feel that they are a valued part of the educational community. Our staff, from our support staff to the administration, works to develop positive relationships with our students. There is a concerted effort to engage our students in dialogue about their education. This year we completed work on a goal to engage students in their academic progress through teacher supported goal setting and teaching students to look at data to gauge their progress. Students' academic development is delivered in student-centered ways that take students needs and interests into consideration through programs like Genius Hour. Students are given opportunities to show leadership through Safety Patrol, the Student Leadership Team, student jobs and Student Council. The staff is also involved in creating opportunities for fun throughout the school year with activities like weekly trivia, book character pumpkin decorating contest, Right to Read week, 100's Day Fashion Show and the PE question of the day.

Ledgeview Elementary has crafted our classroom instruction to help our students understand what they are learning by using clear learning targets combined with student-centered instruction. This year the building implemented a building-wide no new instruction period to allow for students to receive supports and extension activities without missing regular instruction, called WIN (What I Need) time. We support our students' social and emotional growth through bi-weekly Second Step lessons, targeted support groups, and Zones of Regulation. This year, the fourth grade students completed a student driven service project to earn money for and make fleece blankets and pillows for the Emergency Assistance Center. Looking forward we will be implementing a school wide student recognition system using brag tags. This is a direct result of feedback from the student leadership team who have asked for more recognition opportunities for students who are doing the right things.

Teacher input into the decision making process is highly valued in the Nordon Hills City School District. Teachers provide guidance through our Building Leadership Team (BLT) and Team Leaders (one representative from each grade level). The BLT interprets data, problem solves ways to address the building's growth needs, and serves as a conduit between the building staff and upper administration. This vertical communication ensures that the staffs' concerns and needs are heard and addressed effectively by their peers. Team Leaders represent the Ledgeview staff in monthly meetings with the Director of Curriculum and Instruction. The Team Leaders from all three elementary schools meet with the Director to give their input regarding: curricular decisions, provide information regarding building practices, and create a communication loop between the grade level teams and all of the building members.

2. Engaging Families and Community:

Engaging families and the community to support our students learning is an important and ongoing goal for the staff at Ledgeview Elementary. Our staff works with families throughout the year to create opportunities for parents and families to become involved in their child's education. At the building level we host a Meet and Greet event for families to drop off supplies and meet their child's teacher prior to the beginning of the school year. Early in the fall families are invited back for Curriculum Night to inform them what students will be learning throughout the year. Teachers regularly meet with families to conference about students' needs outside of the scheduled conference times. We also meet with families through the Intervention Assistance Team (IAT) to address a variety of student needs. Through the IAT process; we meet to create collaborative goals, outline action steps for all team members, and check in on student progress towards the goals.

Our classroom teachers are proactive in creating opportunities for family involvement in the classroom. Family members can volunteer on a regular basis or come in for special events. All grade levels have programs designed to invite families in to enjoy learning opportunities with their children or watch students demonstrate their learning. Some examples of these events include Genius Hour presentations, the Living Museum and the Hundreds Day Fashion Show. Our teachers communicate with families on a regular basis

using: classroom newsletters, Remind, Bloomz, as well as email and phone calls. These activities and communication draw families into our school and create relationships that positively impact student growth.

Nordonia is in the process of creating a Readiness Coalition through the Summit Educational Initiative. The goal of the program is to strengthen ties between area preschools and the district. We will be looking at ways to combine our resources and knowledge to improve academic, social and emotional outcomes for our students. Ledgeview also involves our students in outreach programs to help our community members such as our annual Veterans Day Program, Holiday Food Drive, Pennies for Patients, and other fundraising activities.

The Ledgeview PTA supports family and community relationships through many of the activities it hosts. They engage in an active effort to connect families to school events through their Facebook page. The PTA has been instrumental creating and sustaining events to engage families. They have brought in: visiting authors, book fairs, family movie nights, and the Kindergartners Invite Someone Special (KISS) breakfast, to name only a few. The PTA held Race for Education two years in a row. Funds from this event were used to build a new playground and shade structure, which has been beneficial for our students and our community.

3. Professional Development:

Professional development for teachers in Nordonia is primarily guided by a bottom-up approach to create professional development opportunities that meet the needs and interests of the teaching staff. The district's strategic plan was created by the District Leadership Team (DLT), which is comprised of teachers and administrators from across the district. This plan provides the blueprint for guiding professional development at the district and building levels and for individuals across the district.

Ledgeview teachers have scheduled weekly grade level team meeting times. This time allows grade level teams to interpret data, plan instruction and identify instructional needs. Information from the Teacher Based Teams (TBTs) is used to guide the Building Leadership Team's (BLT) discussions of Ledgeview's professional development needs. This process led to our building's focus in two areas for the current school year: education in and use of the 8 Mathematical Practices as part of math instruction and student goal setting and data collection. This year's BLT has presented information, provided materials and facilitated the implementation of these teacher-determined areas of focus.

At the district level, teachers are given eight in-service days scheduled at regular intervals throughout the school year. These in-service days are a combination of professional development and collaboration time for staff members. One of our recent in-service days capitalized on the expertise of our teaching staff. Our teachers led sessions focused on specific instructional strategies, technology integration and creating diverse classroom environments to support student learning. In addition to being able to choose sessions based on their interests and needs, this structure also gives our teachers opportunities to broaden their professional connections and learning communities across the district.

Plans for next year's professional development opportunities are already in progress. At the building level the BLT has determined that we will conduct a book study on *The Power of Our Word* with all staff members. Our staff works with students from diverse backgrounds and social expectations. They have found that managing student/student and student/teacher relationships have taken time away from academic instruction. Our goals for the book study is to create a common understanding of the impact adult language has on students' social, emotional and academic development and to create common expectations for adult language to help our students grow. At the district level we will be revisiting the Formative Instructional Practice (FIP) modules. FIP is a research based plan for deconstructing standards, formulating appropriate assessments to inform instruction and providing students with targeted feedback designed to improve students' learning.

4. School Leadership:

All of our Ledgeview staff members are in leadership roles in some capacity throughout the school day. This is reflected in the distributed leadership philosophy that has sustained student and staff growth at Ledgeview through recent changes in building leadership.

Staff leadership starts with our teacher teams. Grade level teams are scheduled to meet weekly to plan instruction, review data and work together to develop educational programming. The grade level teams each provide input and feedback through their representation to two key leadership teams. The team leaders from each grade level meet with the Director of Curriculum and Instruction on a monthly basis, along with the team leaders from Northfield and Rushwood to ensure vertical alignment throughout the district's elementary buildings. These monthly meetings provide teachers with direct input on curriculum based decisions, materials acquisition and housekeeping items that impact their daily classroom activities. Each grade level team at Ledgeview also has a representative on the Building Leadership Team (BLT). The BLT works together, along with the building principal, school psychologist and school counselor, to interpret student achievement data and plan professional development, based on building level needs. Members of the Ledgeview BLT also serve on the District Leadership Team. This group looks at district level data, seeks ways to improve instruction for students and aligns professional development to the district's strategic plan.

Teacher leadership is also a key component of Ledgeview's efforts to improve individual student outcomes through involvement in Response to Intervention and the Intervention Assistance Team (IAT). Grade level teams meet with the principal, school counselor, and school psychologist to identify and intervene with students at risk, based on data and teacher expertise. Teachers are also key players in taking individual students to IAT. Through this process, improvement goals are developed in conjunction with students' families, the principal, school counselor, school psychologist and an array of other educational personnel, to help students be successful in school.

One of the goals of the current building leadership is the future development of the whole staff's understanding of the impact of positive leadership throughout the building. The first step is to conduct a book study on *The Power of Our Word* with all staff members. Once we have created a common understanding of the impact adult language has on students, and have created common expectations for adult language, we will go through a formal Positive Behavioral Intervention and Support (PBIS) process. Through the PBIS process we will involve a wide base of stakeholders in crafting and supporting a plan for success focused on school climate to support our students' social and emotional needs.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Our students' success is rooted in the support of their family, the skills of their teachers and their personal involvement in the educational process. Ledgeview has, throughout its history, shown dedication to improving all three areas to ensure our students are successful. It is exactly this devotion to ongoing improvement that is the best predictor of our continued success.

Ledgeview Elementary and Nordonia Hills City Schools have shown an unwavering commitment to providing our teachers with time for collaboration and professional development throughout the school year. We continually seek teacher input to guide our professional development at the district and building levels. While all decisions are based on data, teacher input is vital to interpreting assessment data. We rely on our teachers' loyalty to our students to utilize their professional development opportunities to improve instructional outcomes for students. Our current success is built on our teachers' continued introspection, professional growth, and change. Our future success will continue to require these same commitments from our teachers and our district.

Ledgeview has an extensive history of creating opportunities for families to become involved in the daily life of our school. We invite our parents in to volunteer, collaborate, provide insight, celebrate success and become a partner in the educational process. Ledgeview continually looks for ways to strengthen our connections and supports for our students' families and to connect to our community.

Ledgeview is also focused on engaging our students in their learning. We show evidence of this in our current initiatives utilizing the 8 Mathematical Practices and helping our students undertake personal goal setting. We engage students in the learning process through dedication to developing positive relationships with our students and trusting them to guide their own education through projects such as Genius Hour. We ask them about their wants and needs to help us determine how to shape our building culture. We are focused on the idea that genuine student engagement requires student input paired with adult guidance to develop our academic programming.

In short, our greatest asset is a commitment to growth and personal development for our families, our students and ourselves. We will not sit idly by and hope for the best. We will continue to actively choose to evolve and learn from our success and mistakes to create a collaborative and caring educational environment for our Ledgeview community.