



## **Part I – Eligibility Certification**

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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 2018 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 2012 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: 2013, 2014, 2015, 2016, or 2017.
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

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Data should be provided for the most recent school year (2017-2018) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 3 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 5 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
  - Rural or small city/town
3. Number of students as of October 1, 2017 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	0	0	0
<b>K</b>	0	0	0
<b>1</b>	0	0	0
<b>2</b>	93	104	197
<b>3</b>	107	87	194
<b>4</b>	0	0	0
<b>5</b>	0	0	0
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	200	191	391

4. Racial/ethnic composition of the school:
- 1 % American Indian or Alaska Native
  - 1 % Asian
  - 1 % Black or African American
  - 7 % Hispanic or Latino
  - 1 % Native Hawaiian or Other Pacific Islander
  - 86 % White
  - 7 % 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 2016 – 2017 school year: 10%

If the mobility rate is above 15%, please explain.

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2016 until the end of the 2016-2017 school year	11
(2) Number of students who transferred <i>from</i> the school after October 1, 2016 until the end of the 2016-2017 school year	29
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2016	391
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

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

7. Students eligible for free/reduced-priced meals: 36%  
Total number students who qualify: 140

8. Students receiving special education services: 13 %  
49 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>6</u> Autism                  | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>2</u> Other Health Impaired                 |
| <u>0</u> Developmentally Delayed | <u>9</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>32</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	6
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	3
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2016-2017	2015-2016	2014-2015	2013-2014	2012-2013
Daily student attendance	94%	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 2017.

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

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

If yes, select the year in which your school received the award.

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

To maximize all students' potential to be successful in life.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

The Board of Education (BOE) votes annually during their March meeting as to the district’s participation in Michigan Schools of Choice program for the following school year. Applications are accepted in the spring and fall each year the BOE approves participation in the program.

Eagle Lake Elementary School welcomes applications for enrollment to our Schools of Choice program from interested families with children in second and third grade living in the Lewis Cass Intermediate School District (ISD) and any contiguous ISD (Berrien, Van Buren and St. Joseph) in Michigan may apply. Families living in Indiana may also apply as tuition students. Applicants are screened for regular school attendance, adherence to expected code of conduct, and academic performance. Eagle Lake Elementary School’s enrollment is made up of 25% School of Choice students, a clear indication of the trust the surrounding community places on the educational experience that is provided to their children here.

## **PART III – SUMMARY**

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The school colors of Eagle Lake Elementary School are orange and blue. The pervasiveness of the color scheme around Edwardsburg demonstrates the integral place the school system has within our community, from the orange and blue street signs and lawn ornaments in the village to the school board president using her own personal funds to supply all staff members with a gift bag of orange items to start the school year. A quick Google search shows that orange is synonymous with adventure, optimism, determination, and encouragement, while blue exemplifies dependability, wisdom, trust, and intelligence. These complimentary colors truly embody what we do on a daily basis. We combine passion, pride, and purpose to create something special - an environment of excellence for educating children.

Eagle Lake Elementary School proudly continues a fine tradition of providing an exemplary educational experience for all students. An NCA-accredited school for the past 25 years, and most recently awarded International Accreditation by AdvancED, Eagle Lake Elementary School is home to all of the second and third grade students at Edwardsburg Public Schools (EPS). Eagle Lake Elementary School considers itself the bridge between EPS's Primary School (K-1) where students "learn to read" and the Intermediate School (4-5) where students "read to learn." Staff from all three buildings meet to discuss students who need additional support and schedule Transition Days to ensure student success academically and emotionally from building to building.

We are located in Edwardsburg, a small rural village in the southwestern corner of Michigan, a region known colloquially as Michiana. Our school nickname of Eddies comes from our hometown of Edwardsburg. Edwardsburg is a bedroom community to larger cities across the state line in Indiana, including Elkhart, Granger, Mishawaka, and South Bend. This larger urban area affords our families greater financial stability and diversifies the socio-economic population EPS serves. The EPS district is approximately 62 square miles with five townships within its boundaries. The rural location makes EPS the cultural center of the community. School programs result in standing room only crowds at the Performing Arts Center (PAC). Spirit Days are held throughout the year where students demonstrate school pride while also aiding community efforts like the food pantry. School and community are firmly intertwined.

As a district of choice and of choices, Eagle Lake Elementary School has earned the reputation of offering a first class education for children. The staff is a skilled team of dedicated professionals that provides a secure, caring, and nurturing environment for all of our almost 400 students. Building staff consists of one full time administrator, 15 classroom teachers, 6 resource/specialist teachers, 3 paraprofessionals, 2 student support personnel as well as 9 non-instructional staff members. Our student body is evenly divided between male (51.7%) and female (48.3%) with 86% identifying as white and 35.8% as economically disadvantaged. Within our school, we offer a variety of educational programs to meet the diverse needs of our population. Parents have the opportunity to select the type of classroom setting that will best fit their child, ranging from gender specific, looping, and multi-age to traditional single grade classrooms.

Eagle Lake Elementary School is grade specific, housing only second and third graders. As such, we focus on solidifying foundation skills in reading and math. Having consolidated the grade levels at one building allows staff many opportunities to collaborate. Staff in each grade level works collaboratively on weekly lesson plans, no matter what program area. Because of our looping and multiage offerings, staff has a thorough understanding of the curriculum for both second and third grade. Teachers have prepared comprehensive grade level maps in all content areas to ensure high standards for all students. These curriculum maps are aligned to the College and Career Readiness Standards (CCRS) and include common assessments to inform high quality instruction and accountability. School staff meets regularly to monitor student achievement and evaluate instructional effectiveness. This data analysis allows staff to support student success through reteaching, remediation, and extension activities as appropriate.

Parents have many opportunities to participate, giving them a vested interest in the success both of their child and the school. Our Parent Teacher Organization (PTO) provides financial support for items like playground equipment, additional field trips, and author visits. Many PTO, extended family, and community members volunteer at the school. These volunteers provide academic support, special events, and numerous

other activities.

Eagle Lake Elementary School embodies a safe and welcoming environment, focused on helping every student achieve academic, emotional, and behavioral success. It is strengthened through the use of school-wide Positive Behavioral Interventions and Supports (PBIS). The building expectations of Personal Best, Active Learning, Respect, and Trustworthiness (P.A.R.T.) are taught, recognized, and celebrated throughout the year. Each incoming student is provided a t-shirt with the image of our school mascot, Eddie, and the slogan “Eddies do their P.A.R.T.” to reinforce and solidify this team culture.

Eagle Lake Elementary School is a community of professionals passionate about children and their opportunity to grow academically, physically, socially, and emotionally. We appreciate the opportunity to demonstrate our pride, passion, and purpose as a National Blue Ribbon School.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum:**

Eagle Lake Elementary School, a building of only second and third grade students, has a comprehensive curriculum, aligned to the Michigan CCRS, which includes high standards and relevance for all students. Grade level content maps are utilized in all content areas, ensuring a focused delivery across all program areas. Curriculum alignment was ensured by K-12 curriculum committees at the district level. Staff also consulted the Michigan Association of Intermediate School Administrators (MAISA) curriculum maps that are available through the Oakland Intermediate School District (ISD) Atlas Rubicon site as a framework on which to build.

English Language Arts is taught with a balanced literature approach. All students receive at least 120 minutes of Language Arts instruction daily, focusing on the five essential components of reading: phonics, phonemic awareness, vocabulary, comprehension, and fluency. To ensure all students meet and exceed the expected standards, students are provided with leveled texts based on academic readiness. Teachers have been trained to engage students in thinking and discussions using Depth of Knowledge (DOK) questions. Wilson Foundations multi-sensory structured program provides a core supplement to the leveled texts and grammar lessons in supporting students' language growth. Each grade level has common writing prompts and rubrics, supporting the three main types of writing: expository, narrative, and opinion. Teachers develop entering second graders into readers and writers of structured, detailed multi-paragraph texts by the end of third grade. Comprehension skills are built by scaffolding instruction from whole group settings to small groups that enrich or remediate based on student needs. Students are encouraged to read at home and school through participation in our school-wide reading incentive program.

Math standards are taught using Everyday Mathematics. The program has been in use for many years in the district. When the CCRS were implemented we added additional support using Engage New York and MAISA units. Everyday Mathematics provides research-based strategies and algorithms within a spiral curriculum to promote student mastery. Daily math instruction includes ten minutes of fact fluency practice as well as direct whole and small group instruction. As students achieve mastery of fact fluency, they are celebrated in many ways. Teachers exercise a variety of instructional strategies including: vocabulary development, 2-step problem solving, modeling, turn-pair-share, games, and technology supported learning. Students' learning is closely monitored using different tools and approaches to gather information about their needs. Teacher observation and formative assessments provide student feedback focused on improvement and in-the moment adjustment to instruction. Common benchmark and summative assessments provide growth and proficiency data. Third grade students have the opportunity to participate in Math-a-Rama at the county level, where students have consistently been one of the top scoring teams in the competition.

Science instruction is delivered through Battle Creek's hands-on, inquiry-based science kits. Using Next Generation Science Standards (NGSS), our students demonstrate proficiency in developing and using models, planning and carrying out investigations, analyzing and interpreting data, and constructing explanations and designing solutions within each Disciplinary Core Idea (DCI). As students design, construct, and test models for a specific purpose, they develop skills in problem solving and perseverance as modifications to their models become necessary. Our annual Science Fair has become an avenue for students to share in the enthusiasm and excitement created in science class through their projects. Each February, a group of third grade students have the opportunity to participate in an Elementary Science Olympiad at the county level.

The goal of Eagle Lake Elementary School's social studies curriculum is to prepare students to be informed, active, and responsible citizens. In second grade, the curriculum focus is learning about and having a positive impact on the local community. Over the past few years, students have been instrumental in securing a new directional sign for the school, new orange and blue street signs for the village, repair of the main railroad crossing in town, support of a bike path for the community, and most recently the addition of a butterfly garden on the school grounds. Third grade students learn about civics, economics, government, and

geography through the rich history of Michigan. Teachers supplement the curriculum with materials from the Michigan Open Book Project and teacher-created audiovisuals. Each spring, students have the opportunity to showcase their knowledge through a cumulative Michigan project presented to students, staff, and parents during a “Where in Michigan” day. Hands-on field trips and spring market day experiences are annual extensions of the social studies curriculum.

## **2. Other Curriculum Areas:**

At Eagle Lake Elementary School, all students are provided opportunities for extension and enrichment of the curriculum. We are fortunate to have certified staff in music, physical education, and library. All students have one thirty-minute class in library and two thirty-minute classes in music and physical education weekly.

In library, the media specialist works with instructional staff and school curriculum maps to extend learning for the students, assisting with technology and materials. Students practice independent reading with the AR program as well as free choice books during library time. Students relish these reading opportunities as evidenced by the first six months of library circulation for the 2017/2018 school year, which equaled 19,877 books. Total circulation for the 2016/2017 school year was 34,928, an average of almost fifty books per student!

Students have practiced authentic persuasive writing by writing letters to request book purchases, which are added to the library collection as budgets allow. Third grade students participate in research projects related to social studies and music with slides being used as an introduction to the music program. Second grade students do group research on science topics such as erosion and native flora and fauna before a field trip to Warren Dunes State Park to observe what they learned in a natural setting. Read alouds and book discussions are used to extend classroom learning, often in conjunction with Behavior Intervention Services, for social learning opportunities within the safe confines of fiction, giving students strategies for resolving situations when encountered in real life.

With our one-to-one Chromebook initiative, opportunities abound for students to access technology, which serves as a focal point for our instructional strategies. Students participate in digital citizenship activities, which are reinforced throughout the school year. Students use online databases for research. They learn to create documents and slides to communicate what they have learned. The school participates in the Hour of Code each year, providing students practice in coding both through Hour of Code activities and through Scratch, giving them valuable practice in logical thinking and problem-solving, as well as a beginning understanding of how the technology they consume is created. Some students have created personal accounts at home with parental approval to continue building digital programs for a variety of purposes.

Music classes at Eagle Lake Elementary School are divided among two highly qualified music educators. Students experience and practice musical skills in singing, playing instruments, performance, music history and culture. Technology allows the music teachers to provide all students with access to music for practice and performance, which can be used at home or at school, not to mention links to performances and other activities to extend music learning beyond the classroom. All students have the opportunity to learn a varied repertoire of music related to a specific theme, which is performed for the community at the PAC. Concert themes include multiculturalism and citizenship, reinforcing social studies concepts.

Physical Education (PE) classes at Eagle Lake Elementary School are divided among two highly qualified physical educators. Students learn fundamental motor skills and movement concepts, responsible personal and social behavior that respects self and others, dance, beginning team activities, fitness testing and the necessary skills to promote a healthy lifestyle. At Edwardsburg we work with all students, including those with diverse abilities, by differentiating the instruction and activities to meet the needs of all students. This is accomplished by communicating with parents and other school staff. Students are given additional opportunities for physical activity outside the PE class. The PE staff supports the American Heart Association with a Jump-A-Thon once a year for students in grades one through five. Students team up to jump rope for over an hour and are provided with information for maintaining a healthy heart and body. The Jump-A-Thon also enables students to practice the civic skills of the social studies curriculum by

supporting an organization for the common good. In fact, a second grade teacher indicated students specifically mentioning the Jump-A-Thon as an example of compassion and furthering the public good during a social studies class discussion. Each year our students also participate in the world-wide event called ACES Day (All Children Exercise Simultaneously). The purpose of ACES Day is to motivate and remind all participants of the importance of exercise and physical activity, creating an atmosphere of community and celebration.

### **3. Instructional Methods, Interventions, and Assessments:**

Instruction in all core curricular areas is delivered using a Multi-Tiered System of Support (MTSS) model. Tier I instruction involves classroom teachers providing effective core instruction of the Michigan CCRS to all students using evidence-based programs. Teachers utilize multiple methods of instruction to reach all learners and all learning styles. Songs are used to teach math facts, principles of grammar, and science concepts. Whole body movement is seen throughout the building to facilitate kinesthetic learning and to provide brain breaks. Visual representations are critical in building math, science, and social studies vocabulary, skills, and concepts. Concepts in all subject areas are introduced during whole group direct instruction with teachers using small group settings to reinforce or expand on concepts based on students' needs and interests. Students participate in hands-on learning projects as well, e.g., creating products for a mini-economy, virtual simulations in all subjects including social studies, creating graphs, and science models related to real life problem solving.

Staff conduct ongoing review of data from formative and summative assessments to determine which students receive Tier II remediation and which students receive Tier II enrichment. Tier II instruction is provided to all students in the regular classroom and for 30 minutes on a daily basis through Success Time. During Success Time, students who fall into the bottom 30th percentile are provided 25 minutes in basic decoding skills. Those that fall in the 30th to the 45th percentile are provided remediation in comprehension skills. Students who are considered on or above grade level participate in enrichment opportunities. They rotate through six-week sessions in Greek and Latin root words, non-fiction reading and writing, solving two-step math problems, and advanced research skills.

Tier III support is determined by the Response to Intervention (RtI) team. The team meets weekly to discuss individual students who have been identified as needing additional support. The RtI team includes classroom teachers, intervention specialist, speech therapist, resource teacher, school psychologist, school social worker, building administration, and parents. Students who need extensive support are provided additional instruction in the classroom and through our Title I program. They receive 30 minutes daily of Title I reading support in a small group (3-6 students) using Fountas and Pinnell Leveled Reading Program, which includes science and social studies texts, and/or 30 minutes of Title I math support in small group (4-6 students) using Number Worlds. With the help of i-Ready assessments in math and reading, teachers are able to pinpoint student needs down to the sub-skill level and intervene through direct instruction or on-line resources. Special Education services are provided through an Individualized Education Plan (IEP) to those students who meet the criteria defined by the Individuals with Disabilities Education Act (IDEA). Struggling students also have the opportunity to attend summer school.

The School Improvement (SI) team, classroom teachers, administration, and Title I staff meet regularly to monitor the implementation and success of the School Improvement Plan (SIP). During the second semester the SI team conducts a Comprehensive Needs Assessment (CNA). During the CNA process, student achievement data is analyzed for strengths and areas of concern in all content areas for all students and subgroups. Staff prioritizes the areas of greatest need to adjust or develop SIP goals. The entire staff works together to determine the final goals and to adopt proven practices to support student achievement. Certified staff have weekly staff meetings with administration to plan curriculum, analyze student data, and share effective instructional strategies. Grade level teams meet on a monthly basis to monitor student achievement, update curriculum maps in all content areas, and share best practice.

Eagle Lake Elementary School's comprehensive assessment system ensures consistent measurement of CCRS for all second and third grade students. Staff uses a variety of formative and summative assessments to monitor progress and document student achievement including: end of unit assessments in science and

social studies, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Easy Curriculum Based Measures (CBM) Math, running records, writing prompts and rubrics, Michigan Student Test of Educational Performance (M-STEP), i-Ready assessments and World Class Instructional Design and Assessment (WIDA) for English Language Learners.

Eagle Lake Elementary staff is committed to the success of all students. We systematically analyze student achievement, set goals, and identify strategies, activities, and resources to support learning. Instruction is differentiated to provide the challenge, support, and remediation needed to help each child “maximize his/her potential to be successful in life.”

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Eagle Lake Elementary School is a safe and welcoming environment, focused on maximizing student success in all areas of their lives.

Students are held to high behavioral standards and encouraged to always “Do Their P.A.R.T.” At the beginning of each semester, we devote two half days of school to provide direct instruction and practice of behavior expectations for the school campus. Students are held accountable and celebrated for meeting the high standards set for them. They are recognized through classroom awards, P.A.R.T. tickets, “Awesome Eddie” certificates, in the monthly parent newsletter, as well as having their portraits displayed in the main showcase.

Inclusion and acceptance are important aspects of our school culture. On our playground we have a “Buddy Bench.” The “Buddy Bench” provides an avenue for students to join a play group or find a new friend during recess, promoting their social and emotional growth. We also have a student Ambassador program that develops leadership skills with a select group of students from every classroom. These ambassadors welcome new students and help them with their transition to the school. They also participate in other leadership opportunities throughout the school year. Most recently the ambassadors organized week-long celebrations of our custodial and kitchen staff involving the entire school.

Students benefit from the support services provided by our Behavior Intervention Specialist. The social and emotional needs of students are addressed through individual plans, small support groups, and whole class sessions designed to help students achieve success at school. The needs of students, individually and collectively, are addressed in building and grade level team meetings, as well as in formal intervention strategy sessions. Our Prevention and Intervention program is designed to equip students with behavior management strategies that address a variety of concerns by enhancing problem-solving abilities, teaching decision-making skills, learning how to manage conflict/change, and/or developing a positive self-concept.

Students at Eagle Lake Elementary School don’t have one teacher working with them for their success. They have an entire school family including teachers, aides, support staff, custodians, and bus drivers working together on their behalf. Staff is respected by the EPS community and known for providing extra time and attention to students. Staff openly share their feelings about the positive support they receive from their colleagues both professionally and personally. Collaboration about best practice and curriculum support occurs during weekly staff meetings. At times of personal hardships, staff always extends a helping hand, whether by providing meals, financial assistance, or emotional support. Our culture is one of support, belonging, and family.

### 2. Engaging Families and Community:

The staff at Eagle Lake Elementary School recognizes the value of stakeholder participation and support. Because parental involvement is so critical to the success of our students, parents have many opportunities to participate, giving them a vested interest in the success of both their child and the school. We have a very involved PTO, which provides volunteers and financial support for a variety of extension activities. In addition to the PTO, parents are also invited to become members of the Parent Advisory Board (PAB) and our SI team. During PAB meetings, parents are provided information about various school programs. Staff members from the featured topic area are available for parents to ask questions or to provide feedback.

Our Behavior Intervention Services team provides opportunities for stakeholders to be involved in student support and success. Family Reading Nights provide parents and children the opportunity to enjoy a meal of pizza, hear a story, do a related craft project, interact with the public library staff, and get resources in a nonthreatening way to assist with both literacy and parenting skills. Behavior Intervention Services sponsors Safe Schools Week, with various high school service groups participating in activities for the students at Eagle Lake Elementary School, culminating in an evening family night.

Local media, including both newspapers and television stations, keep stakeholders informed of events at the school. Teachers submit press releases about student successes. Our BOE showcases a different school or program at each meeting, providing the community with information about student successes and challenges. Our school participates in the “I Love to Read” challenge, working to earn a visit from a local TV station to highlight our reading. Meteorologists present weather safety information in school assemblies, providing real world application of science concepts.

Technology has improved our ability to engage families and communities. District social network feeds, including Twitter and Facebook, allow parents to keep informed of happenings at the school and to provide comments back. Teachers also have classroom webpages to keep the community abreast of activities and assignments. School newsletters are distributed electronically, saving resources and ensuring that information reaches the parents.

Eagle Lake Elementary School’s Social Committee provides team building support for staff and students, while also involving the community. Students participate in Spirit Days by bringing in donations for the Food Pantry. We partner with government social agencies to “Adopt a Family” at Christmas time, providing physical and emotional support during the holidays. The Social Committee also organizes and hosts an annual Volunteer Tea, to recognize all the people who gave of their time and resources to support the school and help our students.

### **3. Professional Development:**

Relevant, job-embedded professional development opportunities are made available to staff throughout the year. Each school year staff is provided five days of Professional Development (PD) at the district level; three at the start of the school year with an additional day in October and another in February. The focus of the professional development during the first three days is determined by the District Improvement Plan. Staff has the opportunity to engage in personalized learning by selecting courses that are specific to their professional growth plans for the remaining two days. Building-based PD, determined by the SIP, is provided during weekly staff meetings. Teachers from other districts were invited to share expertise as new programs were introduced to support the SIP. The long term purpose, stated on every staff meeting agenda is: “To work as a professional learning community continually improving our instructional skills to effectively support student learning.”

The Eagle Lake Elementary School staff engages in a broad spectrum of PD training. In the curriculum area of language arts, all staff have been trained in the use of Foundations, Shurley Grammar, Fountas & Pinnell, MAISA ELA units, DIBELS, and running records. Staff from the Primary School met with teachers from Eagle Lake and observed lessons as an introduction to the Foundations program. Eagle Lake staff met with Intermediate teachers to assist with the development of their Success Time program. Math professional development training included MAISA math units and the support of an on-site math coach during the 2014 -15 and 2015-16 school years. Battle Creek Science Units training and time to unpack the NGSS with coworkers in other buildings has been provided to teachers of science. Training in the use of technology and software to enhance student learning has been extensive and is an ongoing process. During the implementation of our one-to-one initiative, staff was supported with on-site Google trainers throughout the year. As lifelong learners, staff is continuously improving their skill set, enabling them to provide a better educational experience for all students. Whether staff is learning new curriculum standards or innovative ways to present existing curriculum, the students are the ones who benefit the most, as evidenced by our data.

In 2016, staff and students were provided training by Dr. Marcia McEvoy, an anti-bullying expert, on the topic of preventing peer mistreatment and enhancing caring relationships. The training strengthened our school-wide positive support system and made expectations visible and understandable for students. Staff uses research-based strategies and common language when dealing with student behavior.

#### **4. School Leadership:**

Good leadership is a hallmark of a successful venture, whether in business or education. The leader sets the tone and vision for the organization. Eagle Lake Elementary School is fortunate to have strong leadership. Our BOE is a cohesive group that is reflective of the community and committed to the success of our school. Operating with the direction of the BOE, the superintendent and assistant superintendent establish the curricular goals and direction of the district. The work towards accomplishing those goals and motivating staff to share the district's vision comes down to the building principal. The principal, with the support of the BOE, superintendent, and district level administration, embraces the role of school leader and empowers the staff in leadership opportunities.

The principal closely monitors student achievement data and classroom instruction to ensure that all students are provided equitable and challenging learning experiences. She works to keep staff informed of changes in the law, policies, practices, and expectations at state, district, and building levels. She ensures the goals of the SIP are monitored and supported through fiscally sound management of the available resources.

All stakeholders have easy access to the principal. An open-door policy creates an environment where teachers feel valued and supported, students feel free to discuss difficulties and accomplishments, and parents feel comfortable approaching with questions or concerns. Many families stop to visit with the principal during Open House, when volunteering in the building, or at other community functions. The principal meets with the PAB committee three times per year to share new instructional goals, discuss educational topics, receive questions and/or suggestions for improvement, and facilitate communication between parents and the school.

The principal supports the professional growth and learning of all staff. One indicator of a good leader is trust in the team under her. Every teacher has the opportunity to take on leadership responsibilities. Our SI team consists of four teachers who represent the various programming options in our school. The team meets weekly during the second semester to review data, curriculum, programs, survey results, and student success. Beyond the SI team, teachers can employ their various strengths and interests in a variety of leadership opportunities, including Building Council, Social Committee, Science Olympiad coordinator, Math-a-Rama coordinator, Field Day committee, and Young Author's Day committee. Teachers also provide leadership for their grade level teams by planning common experiences for students that enrich the educational experience, e.g., reading rewards in a Minute to Win It format. Every teacher has an area or opportunity for leadership.

Student success is a shared responsibility, supported by a wide base of leaders. A wide base provides a more stable foundation. Leadership at all levels from the BOE to the classroom provides this foundation for our students to flourish.

## **Part VI – STRATEGIES FOR ACADEMIC SUCCESS**

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“E.D.D.I.E.S. Eddies! Go, Eddies!”

Every student at Eagle Lake Elementary School immediately launches into this cheer, shouting our school nickname, at the mention of orange and blue. The sense of teamwork, community, and pride is palpable. This cohesiveness of school and community culture exemplifies one of the most influential strategies of our success.

Eagle Lake Elementary has instilled a culture and expectation of excellence partly due to a 23-year commitment by our current superintendent. A tradition of educational excellence is not just a motto on our letterhead. It begins even before students arrive. New staff at Eagle Lake is hired within the lens of the professional excellence demanded here. The superintendent “Eddizes” all new employees, sharing the history and the vision that greatly contributed to our current success. The annual Back to School luncheon reinforces the common values and mores to all staff at Eagle Lake.

At Eagle Lake Elementary School students learn what it means to be an Eddie starting on the first day of school. Staff spends the first week immersing students in the culture and expectations of Eagle Lake Elementary School. P.A.R.T. lessons are taught and school goals are shared with students. Student successes are celebrated as a school community. Corrections are phrased to help students return to the expected norms, maintaining their sense of connection and belonging. Students are given learning goals and targets, providing a sense of ownership and pride as they chart their progress, because Eddies always do their personal best. They experience the satisfaction of accomplishment that comes with challenge and hard work, because Eddies are active learners. They feel safe and secure, because Eddies are respectful and trustworthy. All that we do is tied back to what it means to be an Eddie, instilling that common bond and drive.

Many families return to the community, proud to have attended Eagle Lake and wanting their children to have the same experience. Parents and grandparents often reminisce about school experiences during Open House. Parents and community members volunteer many hours at the school, in part due to the shared sense of pride and purpose created by our school culture.

Students understand our culture and expectation. They want to excel academically and behaviorally because being an Eddie at Eagle Lake requires no less. They are committed to the sense of community pride that comes from being at Eagle Lake. Staff puts in the time and effort to allow students to succeed because that’s what Eddies do. Parents and community members support the school, because the school is such a bedrock in the community. We are all truly Eddies, committed to the excellence of our school and the success of our students.