

**U.S. Department of Education**  
**2019 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

Name of Principal Mrs. Lynn Pierce

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

Official School Name Loge Elementary School

(As it should appear in the official records)

School Mailing Address 915 N. 4th Street

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

Boonville IN 47601-0000  
City State Zip Code+4 (9 digits total)

County Warrick County

Telephone (812) 897-2230

Fax (812) 897-6052

Web site/URL  
https://www.warrick.k12.in.us/scho  
ols/loge/

E-mail lpierce@warrick.k12.in.us

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Mr. Brad Schneider

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail bschneider@warrick.k12.in.us

District Name Warrick County School Corporation Tel. (812) 897-0400

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. Tim Mosbey

(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

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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. 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, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2019 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.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2013 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2014, 2015, 2016, 2017, or 2018.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. 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.
9. 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.
10. 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.
11. 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 (2018-2019) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 3 High schools
  - 0 K-12 schools
- 17 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, 2018 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	38	15	53
K	28	24	52
1	32	35	67
2	29	34	63
3	34	25	59
4	49	43	92
5	28	32	60
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
<b>Total Students</b>	238	208	446

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 1 % Asian
  - 2 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 90 % White
  - 4 % 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 2017 – 2018 school year: 7%

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, 2017 until the end of the 2017-2018 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	17
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2017	430
(5) Total transferred students in row (3) divided by total students in row (4)	0.07
(6) Amount in row (5) multiplied by 100	7

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

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

7. Students eligible for free/reduced-priced meals: 42%  
Total number students who qualify: 187

8. Students receiving special education services: 32 %  
144 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>10</u> Autism                 | <u>29</u> Multiple Disabilities                |
| <u>1</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>1</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>13</u> Developmental Delay    | <u>29</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>36</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>2</u> Traumatic Brain Injury                |
| <u>6</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.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	10
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 23:1

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

<b>Required Information</b>	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	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 2018.

<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.

Loge Staff: 1) We LOVE our students; 2) We teach our students to be successful academically, emotionally, socially, and behaviorally. We take time to build relationships with students and parents.

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**

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Boonville is a small town comprised of a large number of families that come from the lower economic status. We have a high number of students whose parents have experienced incarceration, trauma, mental health issues, and illegal drug use. The trend in the last five years is that more and more of our students are being raised by their grandparents. The parents, guardians, and grandparents are of poor economic status and a trauma enriched home environment. The staff has taken on the "parent" role and assumed responsibility for teaching social skills that lack being taught in the home. Many of our parents/guardians lack appropriate parenting skills. The school provides families in need with mental health resources, food, clothing, shoes, hygiene items, and typical household necessities. The students know that when they walk in the door every morning that that will be loved and be safe.

Character Counts initiative is a standing tradition. Everyday we celebrate student successes regarding behavior, effort toward school work, and other successes (in and out of the classroom). Students take pride in attending after school games and wearing school colors to show school spirit. Loge staff goes beyond the call of duty to ensure that all students needs are being met. The Loge Staff takes time from the busy day and all the state mandated requirements to build relationships with the students and create a positive culture. Parent Teacher Organization (PTO) provides opportunities for parents to be involved in the school. Safety of the students is improving each year with better procedures. We support the arts (art and music) by displaying student art work throughout the school to create a fun and nurturing learning environment. There are two Family Fine Arts night per year to bring families together to create art and music. Loge is known to have have Family Nights for Literacy/Bingo Night/ Carnival/ AR/ Music Programs. Each of these special events are an opportunity for families to grow and learn together. Bookmobile (mobile library) comes to the school weekly. Students check out books one week and the next week the Bookmobile staff reads to the students in the classroom setting. Some of our special education students participate in the Special Olympics which was recently held at our school.

Character Counts Programs are scheduled throughout the school year to "crown" a student that has exhibited the character trait. We are "bucket fillers" at Loge with the goal of spreading kindness into the community by filling buckets with kindness no matter where you are. School wide classroom behavior expectations have been developed so that K-5 grade students know the expectations (Wildcats ROAR to be Safe). Curriculum strategies are implemented school wide K-5 grade. If data shows a weakness, then all grades work to implement strategies to improve weakness. We work to improve our school as a team. We operate under the simple guideline that every staff member makes decisions based on what is in the best interest of the student. As the Principal- I wholeheartedly care about each student and take time to build relationships with the students and staff members. The Loge Staff is truly a family united to Love and Teach the students. We have recently begun using Ross Greene's Model (SEL) and the Emotional ABC's for trauma students. We believe that "children will do well if they can" and it is our job as teachers and administrators to model good healthy relationships with our students. It is a joy to see the academic and emotional growth that takes place as students learn to trust adults and feel safe.

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

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

#### **1a. Reading/English language arts:**

We use research based assessments to provide valid data. Teachers create assessments to best meet the students needs. Teachers use whole group/small group/one-on-one instruction to ensure students understand the learning objective that is aligned to the state standard. Teachers differentiate learning for all students for language arts. The approach is simple...do what is best for the student. Teachers keep a list of standards to use as a "check off" to ensure all state standards have been taught.

Core Curriculum: Based on the Indiana Academic Standards, district respective textbook adoption, 90 minute blocks, extra 30 min writing block, curriculum maps that are examined and adapted to ensure both horizontal and vertical scope/sequence/alignment, and evidence based practices are implemented to provide students with rigorous and engaging learning experience with a focus on critical thinking and content knowledge. Reading practice includes using Accelerated Reader to measure students' reading comprehension, and Loge staff promotes language skill development (flex time). We are identifying those students who are struggling and remediate their difficulties. Title teachers use many resources to reach those struggling readers. Any student who is not at benchmark receives intense interventions on the deficit skills. Teachers incorporate Mentor Sentences to improve grammar and writing skills. We are constantly and consistently working to improve fluency, vocabulary, and comprehension skills. Resource teachers offer an alternate reading curriculum called Read Well.

Loge has three computer labs and the library has computers as well. We are limited due to not having individual student devices, but we do our best to expose the students to keyboarding as much as possible. Computer programs are used to remediate students on skills in which the data indicates areas of concern. We try to use a prescriptive method that best meets the needs of the student.

Data is reviewed at monthly at grade level team meetings as well as RTI academic team meetings to determine what additional testing needs to be done to help the student be more successful.

K-5 grade have adopted the RATT method (Restate question/Answer question/use Text evidence/use Text evidence (poster provided in all classrooms)

SSP (students that struggle with math or reading skills) attend small group instruction with Title teachers)-daily and utilizes pre/post test for "critical standards'.

RTI Tier 2 students are provided extra remediation three days a week.

RTI Tier 3 students are provided extra remediation five days a week.

Teachers create objective driven lesson plans by using curriculum maps/ daily checks for understanding/ data walls.

Teachers set ambitious and rigorous goals. These goals are based on student data. (The assessments are based on baseline data gathered from teacher's initial pre-assessment.)

Goals are aligned to state standards and personal improvement.

Teachers invest in creating objective driven lesson plans and assessments such as collaborating with colleagues, checks for understanding, using a variety of assessments, differentiated lesson plans for individual learning and plan for misconceptions.

#### **1b. Mathematics:**

We use research based assessments to provide valid data. Teachers create assessments to best meet the students needs. Teachers use whole group/small group/one-on-one instruction to ensure students understand the learning objective that is aligned to the state standard. Teachers differentiate learning for all students for every subject. The approach is simple...do what is best for the student. Teachers keep a list of standards to use as a "check off" to ensure all state standards have been taught.

Curriculum: Loge teachers use the adoptive textbook and supplement with other helpful resources. Math consists of 60 minutes of math a day. Every grade level implements a "Problem of the Day" and uses math vocabulary (visual posters displayed in every classroom grade appropriate). Math Word of the Day is announced weekly over the intercom during morning announcements. Math curriculum map is adapted each year. Teachers incorporate levels of rigor, difficulty vs. complexity, and implement school wide "C.U.B.E." method to teach how to solve math word problems. Teachers supplement with Reflex Math to help students learn and memorize math facts. Students are provided practice time and teachers spend a lot of time modeling correct math strategies. The math tasks promote reasoning and problem solving. Hands on learning math centers have been created to enhance skill based practices. Nightly math homework provides extra practice at home.

### **1c. Science:**

Loge Elementary School provides innovative science curriculum instruction through hands-on experiential learning. As a student proceeds through each grade level, he or she will participate in a challenging, actively involved education that is enriched by real-world science experiences. At the district level, a science book is adopted every five years and the textbook is aligned to the Indiana State Science Standards, which teachers use simultaneously with hands-on learning. Teachers have set up science centers within the classroom based on the newly adopted coding standards as well as STEM based centers. At least 30 minutes a day is devoted to science type activities. These activities range from students designing and constructing Leprechaun traps and new ingenious interventions for the annual science fair. STEM activities have been incorporated into the classrooms which gives students an opportunity to become independent and collaborative problem solvers. Our curriculum goal is to engage students in science and engineering core ideas relevant to students' lives. Loge Elementary strives to equip all students the ability to apply their knowledge not only in the classroom, but outside of it as well. Communication is an important aspect of science, and teachers collaborate to allow older students to mentor younger students regarding science curriculum. This mentorship provides opportunities for the older students to build their self-confidence as young scientists, while supporting the younger students with some of their science inquiries. We have integrated computer science and coding skills by providing weekly opportunities to work on basic computer typing skills during a weekly keyboarding class. In addition, teachers are introducing coding technology into daily curriculum by utilizing Code.org. Code & Go Robot Mouse, Botley the Coding Robot, and many others. Loge Elementary School aims to create imaginative young scientists that understand science that holds the answers to climate change, new medical treatment, and most importantly the future.

### **1d. Social studies/history/civic learning and engagement**

Loge Elementary School provides a theory and practice based instruction, which includes hands-on learning to properly incorporate the Indiana State Standards. Teachers supplement resources and material to support the text book adopted at the district level. Teachers emphasize citizen education, referring to providing students with the knowledge, skills, and values they will need to understand modern life and to actively participate effectively as responsible citizens. Current events are discussed either through websites/video or weekly readers (younger students), so students are given opportunity for open discussion about world events deemed appropriate. Students are participating in learning about different cultures. They design and construct shelters from various cultures. Field Trips are scheduled so students can experience the history of our past. Economics, government, culture, communities, civics, global studies, and U.S. History are the main content areas mapped into the curriculum. Students learn the states and capitals by playing games as well as study and practice. Effective discussion and activities occurring in the classrooms help students understand content areas and how they relate to real world situations. We take time to expose the students to reams of geographical and historical facts using instructional framing scaffolding, so students learn to appreciate the significance of the information and how it applies to their lives outside of school. Inventions

and discoveries initiate the sense of imagination and wonder in all students. Students are asked to compare and contrast, graph, and predict regarding aspects of the American Revolution. Every unit is designed to engage students, so they want to participate in the conversation generated by classroom discussion. The questions generated create important learning experiences for the students as well as incorporate cause-effect strategies that encourage critical thinking skills. Students also recite facts, draw/color/design/construct Revolutionary War events, play games, and engage in competitions that relate to unit topics in a general thematic way. Loge Elementary School takes pride in integrating social studies knowledge, skills, and values to equip students with the ability to apply what they are learning to their lives outside of school, both now and in the future. Our goal is that social studies will help students to understand and participate effectively in the world.

**1e. For secondary schools:**

**1f. For schools that offer preschool for three- and four-year old students:**

The curriculum is based upon the preschool standards provided by the state. The preschool curriculum that is aligned to the standards is "Play and Learn", which is theme based. The preschool housed at Loge is only for students that have been determined to have some type of learning disability and have qualified for an IEP. The necessary skills are assessed daily, and teachers keep tracking sheets and progress monitor regularly to show student progress/growth. If students are ready they then move on to Kindergarten. The Kindergarten standards are aligned to the curriculum requirements.

Early education has shown that those students exposed to some sort of structured preschool with meaningful academic components are better equipped to meet the academic, behavior, social, and emotional expectations for kindergarten. It is quite evident when a child has not been exposed to preschool. During kindergarten enrollment students are given a language screener, Lollipop Assessment, observation inventory, and background information sheet (which is provided to the parents). We seek to identify the unique needs of our early learners so we that we may tailor the instruction methods to their learning style. The role of preschool has set the stage for the success of many of our at risk students who needed additional support in the area of speech, occupational therapy and physical therapy. This program helps bridge the gap for students who would otherwise be coming to kindergarten ill prepared for the expectations of elementary school.

**2. Other Curriculum Areas:**

Students in K-5th grade attend art one semester 2-3 days a week and music the other 2-3 days a week. The schedule alternates each semester, but students are being exposed the art and music curriculum designed for the grade level every day.

Students in K-5th grade attend PE 2 days a week and health class (social skills are incorporated into the health curriculum) 2 days a week. General education teachers are responsible for teaching PE and health.

Keyboarding is offered from the librarian once a week. General education teachers are responsible for taking students to the assigned computer lab for additional keyboarding skills. Remediation programs are set up on the computers in all three computer labs. Also, students are able to take Accelerated Reading tests to improve their reading growth. Each student first-fifth grade has a reading goal that may change every grading period depending on the student. The librarian provides end of the grading period celebrations for the students that mastered their AR reading goal. The AR Program motivates the students to want to read and also builds on comprehension skills. The students are required to take a quiz over what he/she has read.

Character Counts is taught daily and programs are held to celebrate each character trait (respect, responsibility, fairness, citizenship, caring, trustworthiness). K-1st grade have AI's Pals (social and emotional learning) incorporated into their health curriculum. The fourth and fifth grade have "Social Skills" curriculum that is incorporated into the weekly lessons.

### 3. Special Populations:

RTI Academic Team- Meets monthly to review data. Students are progress monitored weekly or bi-weekly depending if they are in Tier 2 or Tier 3. Teachers are assigned per grade level to administer research based interventions to provide continuity throughout the grade level. Streamline Team has been created to better serve students in the RTI program and take a more proactive pace toward meeting their academic, emotional, behavior, and social needs.

RTI Behavior Team-Meets monthly to review data. Students are progress monitored weekly or bi-weekly depending if they are in Tier 2 or Tier 3. Teachers are assigned per grade level to administer research based interventions to provide continuity throughout the grade level

Preschool Screeners are open to the public.

Assistance is provided to families with household needs and furnishings as well as assisting them with finding medical insurance. The social worker makes herself available to assist parents with completing the necessary paperwork regarding insurance needs.

Loge participates in the weekend backpack program provided by a local food bank that sends food home with 20+ students every weekend. A community donor provides funding for this backpack program.

When a need arises, we find a way to meet that need. We are very proud of the heart of our school. We go above and beyond to be sure that the basic needs of each child are being met so that he/she are able to learn. Our staff has been known to pool together our own time, money and resources to help families in need whatever the case may be.

Lollipop/Language Screener-Free kindergarten readiness assessments.

Minds in Motion room for students in need of movement breaks.

SEL Break rooms -provide a place for students to go for a break from classroom demands which include sensory type activities.

Youth First social worker (part-time) and full time school social worker that conducts "lunch bunch" with students at-risk during lunch hours for all grade levels.

Modified Reading Curriculum-enables students to have a more "prescriptive" curriculum to meet their needs and is standards based.

STAR Math & Reading/ NWEA/ DIBELS/ TRC/ Sound Partners/ Phonemic Awareness Assessment/ Florida Interventions (DIBELS)/ PBIS (Interventions).

Flex Groups- Reading groups and within classroom instruction group by ability level and data drives changes of students to different groups after four data points. Differentiated instruction within the classroom.

EXCEL- High Ability student needs are addressed during SSP, Reading Groups, and within the classroom. Differentiated instruction is provided daily to all students.

SSP-Remediation on critical standards per grade level and skill deficit.

Resource- support for special education for students.

Life Skills- support for special education for students with cognitive disability which includes community outings (twice a month).

Developmental kindergarten-support for special education students with developmental delays.

Preschool-support of special education for students with developmental delays or disabilities.

We began social/emotional learning this year for all students to enrich their learning experience. A calm brain can learn! Brain breaks and mindfulness techniques are commonplace in every classroom. Our teachers understand the importance of teaching students how to regulate the brain in order to be better learners.

Visual cues are displayed throughout the school for appropriate behavior in the restroom/ cafeteria/ recess/ playground to remind students of expectations in all school zones.

We use a five point behavior scale model to help de escalate students within the classroom.

Sensory/ ADHD community assistance: We have partnered with local churches to provide weighted lap pads and vests. These items were hand sewn by members of the community. One of our parents taught staff about music therapy using a headphone device to help alleviate anxiety for our students who are on the autism spectrum and/or ADHD.

We have a sensory room supplied with multiple items that address different sensory issues which includes chairs, tables, headphones, stationary bikes, a trampoline, and light filters.

## PART V – SCHOOL SUPPORTS

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### 1. School Climate/Culture:

Our school celebrates students successes on a daily basis by announcing each morning proud papers, character counts slips, and other individual accomplishments. Students are recognized by name over the intercom. It is a joy to see their faces light up when they receive accolade for their behavior and academic choices. We are always looking for ways to acknowledge student success. There is a data wall in each classroom, so students can see their individual academic growth. Teachers are conferencing with students to discuss individual goals (academic, social, emotional, and behavioral). Each grading period students are celebrated with a special reward for making their reading goal. Students are learning that mistakes are a growing experience not a negative experience. At the end of each grading period students are rewarded for honor roll and perfect attendance. Character Counts Programs designed to celebrate a particular trait and honor a student that displays the trait on a regular basis. Students are "filling buckets" daily and receiving compliments for showing good character. The art and music teacher schedule two Family Fine Arts Nights per year to celebrate the artwork and music talents of the students. Individual classrooms have a "group" positive incentive (Thankful Thursday, Compliment Jar, Warm Fuzzy, Paper Clip Choices) that the class as a whole uses to earn a special reward for being kind. Students in all grades levels participate in service learning projects such as going to local nursing home to sing, providing cards to the nursing home residents/local police/firefighters, and collecting food for Thanksgiving to give out to our families in need.

Students recently participated in a fundraiser to help out a staff member who had a family member diagnosed with cancer. Recently we had a staff member lose their home to a house fire. Our staff responded as we do each time we have a need as a school family. Gift cards, monetary donations and furniture was offered to the family. Our school culture is one of family. Families come first and we take care of our family members which includes staff, parents and students. For many of our students, their school family is their primary source of safety and security.

Example of bucket filling~ A student won a new bike awarded to him by the local fire department. The student already had a new bike and it was his idea to "pay it forward". The student wanted another child to have the opportunity to win a new bike, so he forfeited his "prize" and allowed his classmate to receive the bike. This is the "trickle effect" that we often see in our school. Kids find joy in spreading kindness to others. We promote a culture of kindness at Loge Elementary School.

Additional examples of our efforts to create a healthy and happy school environment include:

Spotlight on a staff member each grading period. Appreciation slips given to other staff members and rewarded with jean coupons (drawing). BINGO wall- motivate staff to have fun and earn rewards. Acknowledge teachers that stay current on professional practices and development opportunities by assisting financially or allowing time to attend or present. Teachers are provided collaboration time each month. New ideas are valued and supported by principal. Lunches and donuts are provided to staff to celebrate special events. Surprise jean days- which is the staff favorite. Our most recent jean day was to celebrate our recognition as a Four Star School in the state of Indiana.

As a principal I understand more than anyone the extreme pressure our teachers are under every day. Sometimes acknowledging their efforts in small ways is necessary. "Thirsty Thursdays" are one way I try to brighten their day from time to time by buying them a coke from our local ice cream shop.

Student Council has recently implemented "Secret Agents of Kindness" during our lunch hour. Fifth grade students eat lunch with younger at-risk students who are selected by their teacher for positive character traits. The Student Council members are dressed as superheroes representing the 5 pillars of good character. The goal of this special lunch time is to encourage students to get to know one another better and recognize commonalities despite their differences. It has helped create a more "connected" school culture.

School Wide Drop Everything and Read (monthly)

Loge has student volunteers to perform at the annual Talent Show (K-5) students to showcase special talents.

Grade levels determine a service learning project each year. Examples: Chemo Buddies, CASA-provided craft backpacks, local cancer patient supported through donated money, students donated money toward the Dolly Parton Literacy Program for children at birth to age five called the Imagination Library.

The principal wears a Hulk Fist on Fridays for "Fist Bump Fridays" to give the students a fist bump to start off their day. The kids look forward to these fun rituals that make Loge an exciting place to learn.

## **2. Engaging Families and Community:**

At Loge we have many activities that engage our families and communities Family Fine Arts Night, Literacy Night, Book BINGO Night, Meet the Teacher Night, bring in community members to read and discuss careers, Music programs, Youth First offers a Strengthening Families Program and we reached out to parents to attend, weekly newsletters (paper/email), making relationships with nursing home residents, Character Counts Programs, Veteran's Day Program, Senior Walk (seniors from local high school parade our halls), Literacy Walk, Wax Museum, Science Fair, Ginger Bread Houses, Leprechaun Hunt, Easter Egg Hunt, Spelling Bee, AR Celebrations, Book Fair, Christmas Baskets, Mother/Son Dodge Ball Tournament. Father/Daughter Dance, sporting events, Spring Carnival, Grandparents Lunch, Helping Hands, PTO (Parent Teacher Organization), Awards Day, Field Day, Field Trips, College Days, YMCA child care, YREAD Tutoring service, Food bags and shoes provided by local non-profit churches, Subway/local restaurants/ Wal-Mart provides gift cards (incentives for parents), honor roll/school achievements/programs published in the local paper, Student Council Social, Lions Club provides glasses, local optometrist, dental bus, Kindergarten Round Up, Parent Volunteer Appreciation Day.

A community donor paid off unpaid lunches for students.

A community donor pays for the Weekend Backpack Program-providing students with food every weekend.

A team of medical professionals within the community play an active role providing the school social worker with guidance and assistance for medical and mental illnesses.

Bread of Life (non-profit food bank) donates snacks and candy treats to the school.

Some teachers offer free tutoring after school and during the summer for those that cannot afford to pay for tutoring.

Southwestern Indiana Mental Health provides one therapist and one behavior skills trainer who are based in our school to provide counseling and mental health services to students who have experienced trauma. This has helped our families tremendously who have difficulty keeping clinic appointments.

The fire department provides "Fire Safety Week". The local fire fighters plan activities for the students, eat lunch with the students, and provide a bike give-away.

Loge is assigned a part-time school resource officer who serves on the Safety Committee Meetings. Our Resource Officer is very approachable and relational with our students. He is an excellent role model for our students and serves as a community liaison when sensitive situations arise.

Kindergarten students participate in the Letter Q & U Wedding and hold a reception for the parents. Students dress up in their Sunday best for this special event. Our teachers are always going above and beyond when it comes to creativity and making learning fun!

empower victims of intimate crime and abuse by providing presentations to students using the classroom setting on preventive measures of child abuse/violence.

Summer Learning Enrichment for grades K-5 provided through the Pizza Box Program. The program provides standards based activities to review over the summer months, and students are rewarded when the box is returned completed.

Local universities send student teachers to be mentored by teachers at Loge.

Teachers apply for local grants provided by: Women's Club Newburgh, Toyota, Lilly, Warrick Public Education Foundation

Teachers instruct enrichment classes during the Oakdale Express which takes place during a two week period over the summer.

Our teachers frequently attend community events that students participate in outside of school such as local play, gymnastics, basketball, wrestling, and music recitals. The connection our teachers have with our students is genuine. We celebrate when our former students return to walk our hallways during their graduation week. It is a joy to be a witness to their success.

Teachers look for extracurricular programs for students to participate in outside of school and staff has paid for students to participate.

Teachers have websites for parents to view homework as well as send home monthly newsletters.

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

We have many opportunities to develop and grow as teachers, counselors and administrators. Listed below are examples of some of the many training opportunities and conferences our staff has participated in. We never wish to become stagnant as educators. Our staff is eager to be stretched professionally and we encourage our students to be lifelong learners as well.

Stem workshop, ILEARN, Focus on Inclusion, Science Curriculum, NWEA, Study Island, Exact Path, Social Emotional Learning PD provided by our district behavioral specialist, Science/Computer Standards (coding), CPI, ICTM (math), Math processing standards, Duke Energy Summit Math & Reading, Developing Writing Rubrics, AI's Pals, Streamline Behavior, Special Education IEP Writing, Reading Textbook Fair, MCLASS Reading analysis, IDOE Math, Math Extravaganza, Neuroscience Training, Music Therapy Conference, SLP clinical updates, Monthly Principals Meeting updates, Ross Green "Lost at School" Training, Teach Like a Rockstar (Hal Bowman). Stop the Bleed- training on treating life-threatening injuries.

All Loge teachers participate in webinars, articles, books, and other resources throughout the year to keep current on the changes with their pedagogy.

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

The principal's philosophy is simple....do what is best for the student. This philosophy is shared by the superintendent of the district. Creating relationships with students has created a positive and successful culture at Loge Elementary School. The principal puts her heart and soul into every decision that is made. The principal strives to encourage the staff to put their own family first before the school family, but this is difficult for her to practice. The principal supports staff decisions as long as she knows that the decision was based on what is best for the student. The principal plays an active role in the RTI Academic and Behavior Teams, parent conferences, 504/IEP conferences, monthly grade level meetings, Character Counts Committee, and the Safety Committee, because she wants to ensure that the students needs are being met. The Principal eats lunch with students, she provides treasure box rewards for students that have an individual behavior plans, displays proud papers on her bulletin board, sends home daily notes to

students, mails "bucket filling' post cards to students, attends all programs and sporting events, dresses in school colors on game day to show school spirit and delivers to each classroom honor roll and attendance rewards. The principal meets with teachers to review evaluation process/observations to provide input, frequently creates learning opportunities in which high effective teachers support their peers, monitors the impact of implemented learning opportunities on student achievement and creates professional learning opportunities in order to maximize time and resources dedicated to learning opportunities. She provides opportunities for emerging leaders to distinguish themselves and gives them the authority to complete the task, recognizes and celebrates individual achievements regarding the staff, sends cards and makes phone calls to staff members during difficult times and in times of celebration, provides support for ALL staff members. She strategically assigns support staff and classes necessary to support student achievement, stays in frequent communication with all staff, discusses mission to ensure rigor into the curriculum, monitors collaborative efforts to ensure focus on student learning, and communicates with staff the importance of displaying professional, ethical, and respectful behavior at all times. The principal guides others through change and addresses resistance to change and incorporates other partner groups into supporting high academic and behavior expectations.

Loge has been named a Four Star School for the last three years. The hard work, dedication, and love that the staff provides the students is driving the success for Loge School. The staff take time from their busy day to build relationships with students, so students know that they are loved each and every day. There is great pride in being a Loge Wildcat.

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

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Our main goal: We love the child first!

We are instilling kindness and good character traits by implementing the bucket filling motto.

We are intentional about taking every measure possible to ensure that our students always feel safe at school-both physically and emotionally.

Teachers take time to build relationships with all students.

\*We strive to create a supportive environment where the students feel comfortable making mistakes and grow from them.

Community members have been invited to support the success of our students and are often present to celebrate those successes. Our guests include parents, police officers, firefighters, local professionals, school board members and the mayor. Students know that they belong in this community and are inspired to set high goals for themselves by the examples of their teachers and other role models.

Parents are encouraged to participate in student learning and are welcome into the school any time.

By loving the students first, we establish a foundation that is solid for true learning. Many of our students walk into our building for the first time with a negative impression of "school". It is our greatest joy at Loge Elementary to watch them flourish as they come to love their school and love learning.