

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

[X] Public or [] Non-public

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

Name of Principal Mrs. Jessica Schuette

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

Official School Name Crestview Elementary School

(As it should appear in the official records)

School Mailing Address 531 East Tully Street

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

Convoy OH 45832-8864
City State Zip Code+4 (9 digits total)

County Van Wert County

Telephone (419) 749-9100

Fax

Web site/URL http://crestviewknights.com

E-mail schuette.jessica@crestviewknights.com

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*Mrs. Kathy Mollenkopf E-mail mollenkopf.kathy@crestviewknights.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) m

District Name Crestview Local School District Tel. (419) 749-9100

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

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

Date _____

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

Part I – Eligibility Certification

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. 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

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):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
 - Suburban
 - 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	0	0	0
K	35	32	67
1	28	27	55
2	27	29	56
3	34	31	65
4	38	32	70
5	28	34	62
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	190	185	375

*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
 - 0 % Asian
 - 1 % Black or African American
 - 0 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2 % 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: 5%

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.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2017 until the end of the 2017-2018 school year	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year	13
(3) Total of all transferred students [sum of rows (1) and (2)]	19
(4) Total number of students in the school as of October 1, 2017	375
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

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

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

7. Students eligible for free/reduced-priced meals: 40%
Total number students who qualify: 151

8. Students receiving special education services: 19 %
71 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>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>10</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>27</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>25</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school 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 18:1

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

Required Information	2017-2018	2016-2017	2015-2016	2014-2015	2013-2014
Daily student attendance	97%	97%	97%	97%	97%
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.

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

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

Yes No

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.

Provide a safe environment whereby the school and the community maintain a partnership which prepares students to become productive, participating citizens engaged in life-long learning.

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

Crestview Local Schools is a small, rural district located in the village of Convoy, Ohio in Van Wert County. The school district has a long history of educational excellence. This dates back to the times before the consolidation of the three schools of Convoy, Union, and Wren. The consolidation of Convoy and Union took place in 1952 and was disbanded in 1960 when Convoy-Union and Wren Village Schools became Crestview Local Schools. Many traditions were brought from the three schools; one of these traditions, academic excellence, centers on outstanding teachers and administrators. The district currently includes the villages of Convoy, Wren, Dixon, Cavett and a portion of Scott. Crestview houses an elementary (K-5), a middle school (6-8), and high school (9-12) in the same building. Of the 375 elementary students, 40 percent are economically disadvantaged, and 19 percent have a disability receiving specially designed instruction.

Convoy is a close-knit community that fosters great things from its students because of its strong tradition of excellence and sense of family at its base. Crestview Elementary uses its small size as a strength to personally know each learner while making sure that each individual has everything he/she needs to progress through an educational path that leads to lifelong learning. Personal connections are made through cross-building activities between elementary and middle/high school students on a regular basis. Crestview spirit flows through the hallways as the entire K-12 body cheers on the successes of our extra-curricular activities. The District Design team consisting of educators, administration, and board representation serves as the driving force to develop and implement the educational goals of the district. Teachers meet weekly in small grade level teams with the building principal to plan instruction, engage in professional development, and problem solve. Teachers meet on a monthly basis to analyze common assessment and progress monitoring data to plan for core instruction and small group intervention and enrichment instruction.

In the elementary, students are challenged with core curriculum that is meaningful. Teachers' curriculum maps are modified each year based on students' interests and academic needs. Core curriculum is assessed and purchased on a five-year rotation ensuring teaching materials and resources are research-based and up-to-date in regard to standards and best teaching practices. The curriculum serves as a guide with the understanding that teachers will supplement to ensure all student needs are met. Teachers embrace differentiated instruction through flex grouping and cross-curricular projects. Each staff member works to address the specific abilities of each student daily, incorporating small group instruction with the help of intervention specialists, title I specialists, and paraprofessionals. Reading, writing, math, social studies, and science are foundational components of the curriculum. However, students are exposed to a daily rotation of music, art, physical education and technology through the encore classes offered which support core instruction. With a one to one laptop initiative for the past six years in grades 3-5, and tablets in grades K-2 that are shared among classes, Crestview Elementary has worked to provide a strong technology foundation for learning. Each elementary student gains knowledge of basic computer skills during their encore periods; these encore periods support instruction in the regular education classroom. All classroom teachers utilize Promethean boards, in their daily classroom instruction, to enhance student learning. In addition to laptops, all teachers have the ability to take students on virtual field trips through the use of Google Expedition Virtual Reality Goggles.

Exposure to life outside of the school walls is evident throughout the elementary. Crestview Elementary invites community volunteers into the classroom to work individually or with small groups of students. Frequent guest speakers and field trips expose students to a world they may not otherwise be aware of or have the opportunity to see. Student support services are available as guidance counselors interact monthly with students in lessons that address social interactions, manners, and self-esteem. Crestview Elementary believes in teaching students civic responsibility by engaging in service projects throughout the holiday season. The fourth and fifth grades participated in Operation Shoebox and donated leftover items to the local YWCA.

A full-time school nurse assists daily with the physical health needs within the school. Teachers within the elementary support students' efforts and achievements and provide incentives to students for good attendance and responsible behavior choices as well as academic achievements. As an elementary school,

teachers and staff set high expectations for academic and behavior successes while focusing on the seven habits of highly effective people as Stephen Covey illustrated in his book: *The Leader in Me*. With Covey's seven habits being interwoven into the curriculum, Crestview students develop a great work ethic and social foundation they can use to help guide them into making a difference in today's society. Crestview Elementary provides students with a strong skill set to pursue continued learning in middle school and high school as they prepare students for any career pathway they choose.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

1a. Reading/English language arts:

The past two years, teachers worked collaboratively in grade levels and grade bands to deconstruct Ohio's Language Arts Standards. Each standard was deconstructed with a focus on the academic vocabulary associated with each standard, common misconceptions, as well as foundational skills needed for mastery, grade-level mastery expectations, and expectations for those students going beyond mastery. Learning targets were written in student friendly terms and are displayed on a stair-step visual that is hung in the classroom; these guide students to mastery and beyond. Teachers develop common formative and summative assessments to communicate mastery of the standards to parents and students. These assessments are analyzed to guide core and small group instruction.

Crestview Elementary uses a multi-faceted approach to literacy. In grades K-3, students receive 120 minutes of instruction devoted to language arts. Instructional strategies vary from classroom to classroom based on student needs. Teachers plan short mini-lessons followed by an interactive independent, small group, or partner activity allowing students to practice the skill. After the mini lessons, teachers plan rotations. These rotations include differentiated small group teacher-led lessons, opportunities to listen to reading, independent or partner reading, and word work. Writing instruction occurs daily and is tied to a project and/or story that students are reading. Finally, three days a week, each grade level has a block devoted to flex grouping. All support staff is available during this block and the grade level is broken into small groups using data from common grade level assessments and progress monitoring data. Flex groups provide customized intervention or enrichment activities for all students.

In fourth and fifth grade, students receive 60 minutes of language arts instruction daily. Teachers focus on short segments of instruction teaching vocabulary acquisition, grammar, writing, and reading standards. A daily 40-minute study hall allows teachers to pull small groups for remediation and acceleration. Small group participation is based on students' performance on classroom and vendor assessments.

Accelerated Reading is a supplementary program used to encourage independent reading. Students are given time during their language arts block for silent sustained reading. During this time, students are able to read books at their independent reading level and take online comprehension assessments about their book.

1b. Mathematics:

Teachers also worked on deconstructing the Ohio Math Standards utilizing the same process as language arts. Standards drive our math instruction at Crestview Elementary. Our math instruction is built upon rigor and developing a strong foundation so students are able to explain their mathematical thinking. Students are taught multiple ways to solve problems using various pathways so they are able to apply mathematics to everyday life. Real-world connections to math are made on a daily basis so learning is relevant and meaningful.

Teachers work diligently creating supplementary math lessons in addition to the math curriculum to enhance learning. Support staff including intervention specialists, Title 1 math teachers, and paraprofessionals are utilized to provide differentiated small group intervention and enrichment during the math block. Teachers support and expand learning through the use of manipulatives, differentiated small group instruction, math centers to reinforce and review previously taught mathematical concepts, and the use of the Rocket Math program to build fact fluency. In grades K-3, students receive 95 minutes of math instruction each day. In fourth and fifth grade, students receive 60 minutes of math instruction as well as a 40-minute study hall each day allowing teachers to pull students for math intervention and enrichment.

Formative and summative assessments guide instruction. In fourth and fifth grade, students complete online formative quick checks after lessons through our math curriculum; this guides the next day's lesson. Exit

tickets, independent practice problems, and homework are used to determine student understanding of concepts. The formative and summative assessments allow students to see their progress towards mastery of each standard. In fourth and fifth grade, students are given a personal stair-step visual in their math binders which physically indicate the progression as they move toward mastery and beyond.

1c. Science:

In grades K-2, Science is integrated within the language arts curriculum providing teachers the opportunity to build co-curricular units of study. Each grade level utilizes leveled nonfiction books that provide the foundational background for the Ohio Science Standards while also teaching the nonfiction language arts and writing standards. In grades 3-5, students have a worktext that provides foundational background. Teachers supplement by incorporating problem-based learning through STEM activities and various experiments. Fourth and fifth grade teachers rely heavily on the deconstructed standards. Using a stair-step model, these assist teachers in assessing students' progression towards mastery. Students are motivated by their progression up the ladder and work towards going beyond mastery.

Crestview Elementary utilizes local resources to enhance student learning. An onsite Butterfly Garden enhances life science studies by providing hands-on experiences in nature. Cross-building activities between elementary and high school students occur on a regular basis enhancing the science curriculum. The high school FFA students develop agricultural activities for our elementary students during FFA week and the high school Family and Consumer Science classes collaborate with elementary teachers to develop various projects throughout the year to complete with our elementary students.

Community guest speakers and local field trips expose students to a world they may not otherwise be aware of or have the opportunity to see. These provide hands-on experiences that are relevant and meaningful to students. The Van Wert Soil and Water Conservation District partners with the elementary by providing hands-on problem-based experiences and lessons throughout the school year to all grade levels. The Engineer Foundation of Ohio collaborates with the elementary providing 2nd graders with an opportunity to learn about the job duties of an engineer. Local farmers bring agriculture into the classroom for a day and invite our elementary students to a hog farm through a live virtual tour that teaches students about the process of raising healthy hogs for market. The Emergency Management Director of Van Wert County also visits the school discussing weather, storm safety, and his job duties. Additionally, Science Central visits the elementary providing inquiry-based experiments and knowledge throughout the school year. These partnerships provide real-world science experiences for our students.

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

Social Studies is also embedded into the language arts curriculum through leveled books. Scholastic News, in grades K-2, provides real-world connections. These resources allow teachers to make learning meaningful by incorporating co-curricular activities and lessons. Students are taught how to analyze and compare historical events by discussing implications throughout history. Crestview Elementary focuses on connecting lessons to real-world experiences and careers developing 21st-century skills that are critical for any pathway a student chooses beyond high school. Virtual reality goggles allow students to visit places in history and around the world by building background knowledge and exposing students to the world. Grades 3-5 utilizes worktexts to provide foundational background knowledge partnered with engaging projects and writing prompts. Fourth graders utilize Ohio as America, which contains hands-on activities and student readings aligned to Ohio's Learning Standards.

Various partnerships with local veterans, the police department, and local businesses allow students to learn about their community and jobs within their geographic area. Additionally, the fifth-grade D.A.R.E. program educates students about making healthy life choices. Second, fourth, and fifth graders participate in the Junior Achievement program. Second and fourth grade invite Junior Achievement volunteers into the classroom for five weeks to teach students about their local community and decision making. Fifth graders attend Junior Achievement BizTown. BizTown is an interactive simulated town. Through daily lessons leading up to the field trip, and active participation in the simulated community, students develop a successful economy. Students explore work skills, teamwork, and job applications.

1e. For secondary schools:

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

2. Other Curriculum Areas:

Students are exposed to a daily rotation of music, art, physical education, and technology through encore classes which support core instruction.

Vocal music is part of the elementary schedule from grades K-5, while fifth graders have the opportunity to step into instrumental music. In conjunction with the Ohio Music Standards, students are taught to be tuneful, beatful, and artful. Tuneful means that students have tunes in their heads and they can coordinate their voices to sing those tunes. Beatful means they can feel the pulse of the music. Artful means they are moved by the music in many ways and can create a response to the music using visual art, movement, or drama. Along with being tuneful, beatful, and artful, students learn to love music so that they pursue it in the future. Music programs are held each fall, winter, and spring to showcase students' talents. Furthermore, third graders perform the National Anthem at Crestview Athletic events.

The visual arts program is aligned to the Ohio Visual Arts standards providing hands-on learning opportunities in various art techniques. Student artwork is displayed around the school and is showcased at the county fair and various community events. Additionally, students have the opportunity to participate in a summer art and music camp at the elementary for a week during the month of June.

Physical education is an encore class that focuses on coordination, teamwork, and aerobic exercise. Each day, students are broken into teams and asked to select a leader of the day that facilitates students through a series of warm-up activities. The physical education teacher uses students to model proper technique and incorporates teamwork in each class activity requiring a group of students to work together to accomplish the task. The physical education teacher focuses on teaching students to treat each other with respect and to grow as leaders at an early age. Third, fourth, and fifth grade students are taught to work together in small teams that compete against each other in a respectful manner regardless of the outcome. Another essential skill taught is the ability to discuss and understand how to be healthy in daily living through exercise and sports. Students learn to discuss and understand strategies that are utilized in sports; these enhance performance and increase athletic ability.

Each spring the elementary partners with over 15 local agencies to provide a health fair on campus. During the health fair, students learn about exercise and physical activity, nutrition, dental health, mental/emotional well-being, hunger, CPR, bicycle safety, disabilities, fire safety, drugs and alcohol, K-9 unit, and life flight. Students experience hands-on activities and demonstrations taught by community members throughout the day. In the months of March through May, students are challenged by the physical education teacher to stay fit by completing a daily exercise calendar at home. Students who turn in their exercise calendar with parent signatures receive recognition and are rewarded.

Technology at the elementary is provided in a 1 to 1 format in grades 3-5 with student laptops. Students in grades K-2 have access to tablets that are shared among classes. The elementary also houses a computer lab consisting of a class set of desktop computers for technology encore classes. Each elementary student gains knowledge of basic computer skills through regular computer classes during their encore periods that support and enhance what students are learning in the regular education classrooms. During encore, students learn basic computer, keyboarding, and internet safety and navigation skills. Students are taught to use application programs to increase their knowledge and expand their skills working with documents, databases, graphs, worksheets, and presentations using Microsoft Word, PowerPoint, Excel, and the Google platforms.

Literacy is valued and focused upon at Crestview Elementary. The elementary houses a library consisting of over 7,000 book titles with a circulation of 16,000 books each school year. A variety of high-interest books, encourage independent reading at each child's reading level. Students read, and set personal goals, through our school-wide AR (Accelerated Reader) incentive program. Students attend a 30-minute period of library each week. In addition to the library, teachers benefit from a book closet consisting of leveled sets of books utilized for guided reading groups.

Students at Crestview Elementary have the opportunity to work with the guidance counselor once a month focusing on social skills, manners, problem-solving, and making the right decision. As a staff, we focus on working with the seven habits of highly effective people as noted in Stephen Covey's work: *The 7 Habits of Highly Effective People*. These seven habits are taught in the classroom helping prepare students with the skill set to become productive citizens in our society. The school resource officer (SRO) helps build character skills through the D.A.R.E. program focusing on fifth grade students with a graduation at the end of the program. Additionally, in the month of April, students in grades K-3 receive short 15 minute lessons regarding safety once a week from our SRO.

3. Special Populations:

Crestview Elementary utilizes a multi-faceted approach to tailor instruction, interventions, and assessments to all students across the educational spectrum. Demographically, Crestview currently has students with an array of abilities. Typical students, as well as those who are gifted and/or special education, are served in all grades. On the district's special education profile, published by the Ohio Department of Education, all tested special education subgroups surpassed the proficiency rate targets.

Interventions are delivered through flexible student groupings in grades K-3. Groups are determined based on ability. Students rotate through different groups as they advance their skills. In grades 4 and 5, students are assigned "Knight Time", an intervention or enrichment period. During this time, any student can receive one-on-one assistance with course work, study support, enrichment or re-teaching.

Gifted and advanced students are cluster-grouped in the regular classroom so instruction, assessments, and interventions can be customized to meet their unique learning needs. Course content for gifted learners is enriched to provide content that fosters critical and creative thinking skills as well as advanced subject-based skills. Assessments for gifted students include question sets that promote critical and creative thinking. Crestview employs a teacher with a Gifted Intervention Specialist endorsement. She serves as a collaborator and consultant to all teachers. Students receive daily enrichment to provide greater breadth and depth with learned concepts. Crestview's overarching goal for educating advanced/gifted learners is to naturally support higher-order thinking by supplementing course work and instruction with specially designed instructional strategies.

Typical students are able to take courses that provide customized instruction. Instruction is delivered using direct, project-based, kinesthetic, and cooperative learning modalities. Teachers participate in a daily common planning time where they collaborate with grade-level colleagues and a weekly vertical planning time where they collaborate with teachers assigned to the same subject in other grades. Paraprofessionals are assigned at every grade level and assist with meeting all student's needs.

"At-risk" students have a Title-I teacher who provides intervention services in grades K-3. Crestview currently employs two Title-I teachers. The Title-I teacher is included in the regular delivery of instruction through inclusionary co-teaching and facilitating clusters of students who are ability-grouped. By working with students in small groups, content and pace can be flexed to meet the population being served.

Special education students (19% of student population) receive instruction using an inclusionary framework (regular classroom) or a pull-out (resource room) model. However, Crestview encourages as many students as possible to have services delivered in the inclusive model. Inclusionary classes for special education students are co-taught with a content teacher and an Intervention Specialist. Students with extremely low abilities are taught at their individual instructional level in a resource room setting that provides minimize distractions and a customized pace. Content is delivered using grade-level Ohio Learning Standards.

Assessments are accommodated for all special education students and modified for those with more severe needs, which include small groups, additional time, breaks during testing, read-aloud services, reduced choices for multiple-choice questions, questions reworded and matching sections broken down into smaller subsets.

PART V – SCHOOL SUPPORTS

1. School Climate/Culture:

Student support services are available as guidance counselors interact monthly with students in lessons that address social interactions, manners, and self-esteem. Crestview Elementary provides students with a model and process that addresses common challenges which are unique to students during their formative years. Teachers, staff, and administrators create a learning environment that addresses whole-child education. Additionally, Crestview has a part-time social worker that works with students and families in the district by providing needed resources and supports. A full-time school nurse assists daily with the physical health needs within the school.

Teachers in the elementary support students' efforts and achievements and provide incentives to students for good attendance, responsible behavior choices, and academic achievements. Each month, students focus on one of the seven habits of highly effective people as noted in Stephen Covey's work: *The Leader in Me*. The principal focuses on a habit through daily morning announcements encouraging students to engage in leadership qualities. At the end of the month, students in each homeroom who displayed the habit are nominated by classroom teachers and recognized as a Leader in Me Student of the Month.

Students are recognized each trimester through a Blue, Red, and White academic award system based on if a student received all A's, all A's and B's, or all B's and have missed 24 or fewer hours of school during the trimester. Additionally, students are recognized for their academic achievements at the end of the year at a school-wide awards ceremony. Furthermore, teachers are encouraged to send students to the principal on a daily basis for outstanding character choices where students are praised for their efforts. Crestview Elementary provides students with a strong skill set to pursue continued learning in middle school and high school. In fourth and fifth grade, students engage in an incentive program that resets every six weeks. Through responsibility and positive choices, students have the opportunity to earn an incentive.

The Crestview Elementary staff is truly a family working together to resolve complex issues around student learning. Staff members attended a four-day training focusing on developing resources and capacities to respond to the changing needs of students and society. Staff members are equipped with the skills necessary to engage in effective professional learning communities. Teachers participate in weekly grade level meetings and monthly teacher-based teams to collectively make decisions that are in the best interests of students.

Teachers spend time working together to vertically align curriculum, plan instruction, and engage in district and self-selected professional development opportunities that refine their craft. Staff celebrates milestones, engages in monthly carry-in luncheons, and plan social events outside of the school to foster a sense of community and family.

2. Engaging Families and Community:

Creating a sense of community and teaching students the importance of giving back is fostered at Crestview. Students learn the importance of kindness through giving to the local United Way through an annual Day of Caring food drive in the fall and a Rivals United fundraiser in the winter. This school year, these events raised over \$19,000 and over 4,700 items for the food pantry. Additionally, each student participates in Relay for Life which contributes to the county event held in the spring, recognizes the efforts of Veterans through an assembly on Veteran's Day, and participates in a Christmas Giving Project each year by selecting a charity to support. The fifth grade students also engage in a recycling project that runs through the school year on a biweekly basis. Students gather all recycle bins throughout the school and sort items into containers for pick up. Through this project, students learn the value of protecting the environment and understanding the wide spectrum of reusable items.

Crestview elementary strives to engage the community in the educational process by developing a network that is deeply invested in the elementary. The Van Wert Rotary provides dictionaries to all third grade

students which are utilized during language arts instruction. The Convoy Lion's Club partners with the elementary to encourage third graders to read with the Lion's Roar incentive program. This program recognizes students for their work in the Accelerated Reader program with monetary rewards and pizza parties. Second grade welcomes Junior Achievement volunteer instructors who partner with the teacher to provide social studies content through engaging lessons. Fifth graders attend Biztown through the Junior Achievement program providing students with knowledge and skills they need to plan for their future and make smart economic choices. This experience provides hands-on relevant economic experiences in financial literacy, work readiness, and entrepreneurship. Additionally, Crestview partners with the county sheriff's department through the D.A.R.E. program by teaching students how to resist peer pressure and live productive drug and violence-free lives. Exposure to life outside of the school walls is evident at Crestview Elementary through guest speakers and field trips.

Parents are notified of their student's academic and behavioral achievements through open communication with teachers and the principal and through formal written communication every six weeks, face-to-face parent-teacher conferences in the fall, and ongoing conferences throughout the year. Additionally, the school recognizes character achievements through a monthly student of the month and community members are informed of the daily happenings at the elementary through the school website, facebook, and twitter.

3. Professional Development:

Crestview Elementary strives to meet the academic and social/emotional needs of its students. Crestview has been focusing on the book "Safe, Invited, and Master Taught" by Dr. Cathy Hamilton. In this book study, teachers learned how poverty impacts student achievement. By knowing and understanding poverty, it allows teachers to bridge the achievement gap ensuring school success for all children. As a building, teachers understand that students' emotional needs must be met to have them succeed in the classroom. All staff members work collaboratively to identify those students whose social and emotional needs are not being met and find support and resources to ensure these needs are met. Crestview Local Schools recently hired a school social worker to better assist in helping to meet the social and emotional needs of students. A group of elementary teachers also attended a one day conference on Social/Emotional learning bringing back the knowledge to share with their grade level teams.

Teachers have also worked on standard deconstruction breaking down their standards into learning targets for students. This allows the teachers to track student achievement over their standards and provide feedback on how students are progressing towards mastery of each standard. In 4th and 5th grade, students track their own learning by placing stickers on their learning targets as they progress up the ladder towards mastery and beyond. By having teachers work closely with their standards, teachers have been able to dissect their instructional practices by thinking outside the box. Teachers are given time throughout the school year to confer with colleagues as they collectively examine their standards to improve student understanding. Teachers have also been working to vertically align their standards and to close learning gaps between grade levels.

In an effort to tie students' needs and learning together, Crestview Local Schools is in the process of developing a Portrait of a Graduate. By developing this portrait, the district hopes to provide rigorous academic content that fosters 21st-century skills needed to be successful after graduation. Skills the district is focusing on include critical thinking, communication, collaboration, creativity, and more. These skills are necessary to thrive in this complex, rapidly changing world. This portrait will provide the district with a common goal of ensuring all students are ready for any career path they choose.

4. School Leadership:

The mission of the Crestview Local School District "is to provide a safe environment whereby students, teachers, parents, and community members establish a partnership using a variety of diverse resources to prepare students, equipped with core values, to become productive, participating citizens engaged in independent, lifelong learning". Crestview Elementary uses the same mission as the school district. It operates using a democratic leadership structure where constituents from all levels are interwoven

throughout the decision-making process. By having input from an array of entities, ownership from a multitude of facets helps form a strong school foundation for growth. While the building principal ultimately makes the final decisions regarding school operations, school focus, and educational growth, constituents (parents, students, fellow staff members, and community members) have an active voice concerning the overall growth and direction of the school.

Crestview Elementary collaborates with the Crestview Parents' Club (CPC), an active parent organization. The CPC works in tandem with the building principal to provide incentives for the student body and promote literacy across the curriculum. For example, the CPC sponsors a read-a-thon each year, where all students are encouraged to read and obtain financial sponsors. Proceeds raised during the read-a-thon are used to purchase resources for students that promote academic growth.

The Crestview Liaison Committee is a group of licensed and classified staff members. This group serves as an intermediary group between the administration and staff. Items of concern, from both the staff and administrative perspectives, are brought to the Liaison Committee for discussion. The overall goal of the Liaison Committee is to discuss topics that could potentially cause friction and determine a solution that is acceptable to the consensus of the group. This forum allows the school to grow in a proactive nature.

Concerning academic growth and prioritizing of instructional time, Crestview Elementary formed teacher-based teams and a district design team (each meet monthly), where items of importance are discussed and academic decisions are made. Teachers, at all grade levels, have a common planning time scheduled during each school day. This time is used to make grade level decisions regarding students, activities, and curriculum. This schedule also allows for adequate instructional planning time to occur between co-teachers and other department members.

Part VI – STRATEGIES FOR ACADEMIC SUCCESS

Crestview Elementary has embraced the Response to Intervention (RTI) process. Data-driven decision making is at the core of all instructional decisions that are made about individual student learning as well as core instruction. Grade levels meet monthly to determine individual student needs. Additionally, benchmark periods are established to determine the effectiveness of a grade levels' core instruction. Grade levels have built trust by openly collaborating and engaging in professional conversations that result in improved teaching practices. From these conversations, administration determines professional development opportunities that are necessary to improve instructional practices.

Through this process, a multi-tiered prevention and acceleration system was built upon screening and progress monitoring data to determine intervention and acceleration activities. This process is utilized for students not responding to core instruction, interventions, or those who require enrichment going beyond core instruction. Administration allocates financial resources hiring support staff such as paraprofessionals, intervention specialists, a gifted specialist, and Title I teachers to ensure all students receive small group instruction and supports within the classroom. These small groups assist students in progressing and excelling through the general education curriculum. Screeners determine the at-risk, on-level, and accelerated students while progress monitoring probes guide instructional decisions determining which tier, intervention, or acceleration is appropriate for individual students.

Crestview Elementary monitors instructional practices utilizing data to ensure instruction is high quality and meets each individual's learning needs. If instruction is not meeting student needs, the intervention or enrichment is analyzed to determine the next steps of action. Interventions and enrichment activities are evaluated and researched to ensure they are being implemented with fidelity and are researched based.

Through the RTI process, teachers identify student deficits immediately, providing earlier intervention by closing the learning gaps for our at-risk students while also academically accelerating on-track students. This process has developed teachers who are comfortable professionally discussing the validity of teaching practices and utilizing data to make instructional decisions that best meet the needs of students. Through this process, all students are tracked and provided with instructional supports to excel.