

**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) [X] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Dr. Peter Brigg

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

Official School Name Sabold Elementary School

(As it should appear in the official records)

School Mailing Address 468 E. Thomson Avenue

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

Springfield PA 19064-2527  
City State Zip Code+4 (9 digits total)

County Delaware

Telephone (610) 938-6500 Fax

Web site/URL

<https://www.ssdcougars.org/schools/sabold-elementary-school>

E-mail [peter.brigg@ssdcougars.org](mailto:peter.brigg@ssdcougars.org)

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

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Anthony Barber

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) E-mail [anthony.barber@ssdcougars.org](mailto:anthony.barber@ssdcougars.org)

District Name Springfield School District Tel. (610) 938-6000

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. Bruce Lord

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

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban
  - Rural or small city/town
3. Number of students as of October 1, 2018 enrolled at each grade level or its equivalent in applying school:

| Grade                 | # of Males | # of Females | Grade Total |
|-----------------------|------------|--------------|-------------|
| PreK                  | 0          | 0            | 0           |
| K                     | 0          | 0            | 0           |
| 1                     | 0          | 0            | 0           |
| 2                     | 80         | 87           | 167         |
| 3                     | 87         | 87           | 174         |
| 4                     | 80         | 77           | 157         |
| 5                     | 83         | 68           | 151         |
| 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> | 330        | 319          | 649         |

\*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
  - 7 % Asian
  - 11 % Black or African American
  - 3 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 76 % White
  - 3 % 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: 3%

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   | 13            |
| (2) Number of students who transferred <i>from</i> the school after October 1, 2017 until the end of the 2017-2018 school year | 8             |
| (3) Total of all transferred students [sum of rows (1) and (2)]  | 21            |
| (4) Total number of students in the school as of October 1, 2017   | 625           |
| (5) Total transferred students in row (3) divided by total students in row (4)   | 0.03          |
| (6) Amount in row (5) multiplied by 100  | 3             |

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

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

Amharic, Arabic, Bengali, Chinese (Mandarin), Punjabi, Russian, Spanish, Turkish, Urdu, Vietnamese

7. Students eligible for free/reduced-priced meals: 26%  
Total number students who qualify: 167

8. Students receiving special education services: 19 %  
121 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>13</u> Autism                 | <u>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>17</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>43</u> Specific Learning Disability         |
| <u>2</u> Emotional Disturbance   | <u>43</u> Speech or Language Impairment        |
| <u>1</u> Hearing Impairment      | <u>1</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 5
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.   | 26                     |
| Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher, etc.   | 19                     |
| Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.   | 12                     |
| Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 4                      |

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 25:1

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    | 96%       | 96%       | 97%       | 95%       | 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.

Sabold Elementary School is dedicated to promoting academic success for all students, and ensuring students are equipped with the skills and education to become life-long learners.

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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Work hard. Be nice.

Whenever we are asked to describe Sabold Elementary School or the community for which it serves, these simple, yet powerful words serve as a unifying call for staff, students and the community as a whole. Nestled into the suburbs of Springfield, Pennsylvania, Sabold Elementary School has been serving students and families since 1900. Part of the community consists of a population that is raising their family within the same township lines in which they grew up. Generations of families make their way through the school district. They may go away for college, relocate for a few years, but a portion of the population return to Springfield to raise their own families.

Sabold's families are hardworking, dedicated people, who value education as a gateway to new and wonderful opportunities for their children and their futures. In addition to the families who have made Springfield their home for generations, many families have had to "stretch their budgets" in order to afford to live in the Sabold community. In working full-time jobs, many families rely upon the school to assist with after school clubs and other opportunities for their children. In providing amazing opportunities for students before, during and after school, families believe that the school is assisting with the process of providing avenues for student success. In simple terms, families appreciate working hard in life and hold the same expectations for the school system – to provide opportunities for their children to work hard and demonstrate grit in order to attain success.

But make no mistake, one of the main reasons folks purchase homes in the Sabold community is because of its positive, student-centered culture. Sabold's reputation in the community is one of positive, sincere enthusiasm for students. Experiences for students and families are always grounded in a service mentality, in that, people realize that true success occurs when we all succeed. Parents know that while they may be at work, their children will be challenged and loved at Sabold by a dedicated staff and experiences that build the whole child.

Students and their families have embraced the Sabold staff as part of the community regardless of whether or not they own a home within the district boundaries. Staff members volunteer their time to come to the community events such as the Spring Fair, Bingo Night, etc. throughout the year. They view it as an opportunity to interact with families, as well as build relationships and trust. Sabold staff attend more than just school-sponsored events. Staff members are often seen at the local parades, students' baseball games, community plays, etc. It does not go unnoticed by the community, and they frequently express their gratitude for the staff involvement. A trust among parents, teachers, students, and administrators has been maintained for many years. The community recognizes that Sabold is much more than school. It represents pride in the community. It is symbolic of togetherness. It is a commitment to success.

Sabold students and staff are mission driven. The core mission is simple; get better. This is accomplished through relentless consistency addressing the school's goals. Students and teachers alike set short-term and long-term goals. Students learn to monitor their own goals and reflect on their incremental progress. Teachers work hard to achieve personal goals that are linked to student success. The Sabold teachers integrate the goals of the school and community into their daily practice- a practice built on hard-work and determination and accepting nothing less than success. They hold themselves accountable when students are unsuccessful academically or socially, and they will take the necessary steps to create a new path for success for the students.

One of the most critical keys to success at Sabold can simply be described as consistency. There is a consistency in quality instruction and monitoring students' progress in order to ensure success. Instructional techniques may vary on a given day, or the structure of a lesson may look different in one classroom to the next; however, the consistency is grounded in maximizing instructional time and ensuring student success. Additionally, teachers are well-versed in a variety of assessment types. They are frequently checking for understanding and making adjustments to their lessons based on the students' ability to grasp and master concepts. They measure students' progress in a given lesson, as well as over time. Students who are not meeting expectations are given the remediation and support until they do.

Achievements and goal attainment are celebrated at Sabold. Each trimester students who meet their academic and social goals are recognized at an assembly for all of the students in the school. Additionally, students are recognized on the morning announcements for a variety of reasons centered on improvement and reaching their goals. Students may be recognized by a teacher for their effort in class, attaining a sight-word goal, or competing in a karate tournament over the weekend. Every child in the school is recognized for their accomplishments at some point throughout the year.

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

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

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

The ELA curriculum is PA Core Standards-Based and integrates reading and writing with the content areas. At each grade-level there are four units of study developed around essential questions. These questions provide a guiding thread that connect the reading and writing instruction to the science or social studies standards. For example, fifth graders seek to answer the question, "How does cooperation and conflict impact civilization?" through authentic reading and writing activities. Literacy instruction is based on a balance literacy model that includes extensive modeling with a gradual release of responsibility through both guided and shared reading and writing strategies. The shared reading and writing instruction focus on critical reading and analytical response to text with both fiction and non-fiction text. The literacy block includes explicit instruction in phonics, vocabulary, and grammar, which is differentiated to support optimal student growth. Rigorous literacy centers are structured to reinforce and extend student learning providing students with the opportunity to demonstrate independent mastery of the learning objectives. Within the special area schedule, through an in-addition-to model, students are provided with additional reading instruction through Title I, workshops, and a customized online reading program. Beyond the core literacy program students also receive daily small group customized guided reading instruction. The mission of our customized guided reading program is to provide equitable instruction that supports growth and learning of all students ensuring that they reach their potential. Reading instruction is differentiated based on student data from a variety of sources, including standardized assessments, which measure both performance and growth, and embedded formative individualized reading assessments. Guided reading instruction is delivered through a customized small group model, in which all students are re-grouped based on their specific reading goals as determined through structured student data reviews. Through this model we are able to provide both enrichment and remediation maximizing reading growth for all students.

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

The Mathematics instructional program is designed to ensure mastery of mathematical practices, concepts, and skills, and is aligned to the PA Core Mathematical Standards. The math curriculum is a problem-based learning curriculum which is the key to conceptual mathematical development. It is a research-based instructional program, which includes a robust technology component for personalized learning. Eight core Math Practices are taught and reinforced through-out the program: (1) Make sense of problems and persevere in solving them, (2) Reason abstractly and quantitatively, (3) Construct viable arguments and critique the reasoning of others, (4) Model with mathematics, (5) Use appropriate tools strategically, (6) Attend to precision, (7) Look for and make use of structure, and (8) Look for and express regularity in repeated reasoning. Math instruction strategies include a focus on problem-based learning, meta-cognition, and math discourse. These strategies ensure that students are making sense of mathematics, unpacking their thinking, and are able apply mathematical concepts to real-world problems. Teachers monitor student progress and mastery through frequent standards-based formative assessments. Grade-level teacher teams review and analyze student data as a compass for curricular pacing, targeted re-teaching, and small group differentiated instruction. Teachers and students engage in data conferences, set personal learning goals, and monitor academic progress. In order to extend customization of math instruction, we employ an in-addition-to model, wherein students are provided with additional math instruction through Title I, workshops, and multiple customized online math program. Differentiation is also achieved through departmentalization and regrouping for math instruction in fourth and fifth grade. This structure builds mathematical instructional expertise, allows for the effective use of support resources, small group instruction, intervention, and acceleration.

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

The science curriculum was developed with the intent of ensuring that students understand that science is inquiry, problem solving, and discovery and not a series of seemingly unrelated topics and facts. Through

our standards-based science curriculum students discover and learn about how the natural and man-made world around them works and the interdependent relationship between humans and the universe. The essential questions spark inquiry and provide the foundation for investigation, experimentation, observation, and research. Students learn to ask questions, hypothesize, plan investigations, use scientific tools and technology, gather and analyze data, and solve real-world problems. Embedded in the curriculum are opportunities for students to build models that represent global systems and cycles, such as water cycle, rock cycle, electric circuits and simple machines. In addition, students observe living organisms in their natural habitat, observe and record life cycles of plants, butterflies, praying mantis, tadpoles, fiddler crabs, crickets, and other organisms. These hands-on activities provide authentic learning experiences for students that supports the curriculum.

The district recognizes the importance of promoting metacognition in science instruction. Students are taught to recognize their preconceptions of how the world works and shift their framework of thinking to be more analytical about real world problems. The science curriculum exposes students to different viewpoints and teaches them how objectively observe and reason. The curriculum fosters critical thinking and problem-solving skills for real environmental problems. Students confront problems such as forest fires, pollution, and endangered species. They research and analyze such issues, recognizing that solutions require innovative and imaginative thinking. Teachers provide opportunities that immerse students in exploring potential solutions involving science, technology, engineering, mathematics, and teamwork. Science classes are collaborative in nature. Students learn to design solutions through teamwork, communication, and assigning roles and responsibilities.

Teachers utilize the data provided from state assessments to ensure that students are grasping key concepts and mastering the standards. Data are dissected over the summer and in the beginning of the year. Adjustments are made to curriculum and instruction based on the data. Ongoing assessment data are critical to student success. Student understanding is assessed daily through formative assessments. Teachers use a variety of methods such as Google forms, exit slips, and written responses to class content to analyze and evaluate student understanding. Teachers are able to link standards and instruction to authentic and relevant contexts, which allows them to determine which students are able to successfully apply their learning.

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

The Sabold Elementary social studies program includes history, economics, geography, and civics. Springfield School District recognizes the importance of engaging in social studies inquiry. It is important for elementary-aged children to recognize themselves as stakeholders in their community, potential problem-solvers and contributors to the success of the world. Sabold's approach to the curriculum is to learn about the history of the United States and the world, in order to learn from the past, make informed decisions, think critically, and be active participants. Teachers use a variety of approaches and resources that allow for productive discourse that is engaging for students.

There are several factors that were considered when designing Sabold's instructional approaches for Social Studies. First, we believe it is necessary to embed literacy instruction into the curriculum so that students have the required reading skills to understand the content, historical relevance, etc. Additionally, we believe students need to be taught how to analyze informational texts for deeper understanding in order to have the necessary skills to make thoughtful judgements and express their opinions. Thirdly, we believe that these skills need to be integrated into a framework that allows students to apply these skills and in order to be active participants in the community and contributing members of society.

Social Studies assessments target evaluation of students' literacy skills when reading and analyzing informational content, as well as their ability to apply those skills to express and defend arguments and think critically to problem-solve. Questions require higher-order thinking, and there is not a focus on specific dates, names, etc. that simply require memorization of facts and information. After analyzing assessment data, there is a focus on remediating instructional techniques for teachers so that students are more successful when applying the skills.

#### **1e. For secondary schools:**

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

**2. Other Curriculum Areas:**

Sabold Elementary provides many opportunities for students to develop skills and enhance their abilities outside of what is considered to be core curricular areas. Students in grades two through five are provided with one-hour of instruction in a number of other curriculum areas on a daily basis, through scheduled times referred to as "specials." The specials provide learning opportunities that are not always targeted in a general education classroom; however, the learning will benefit the student in the classroom.

The Springfield School District has a rich tradition in the Visual Arts. All students at Sabold Elementary participate in Art classes. They have the opportunity to create clay projects, explore photography, and learn a variety of art techniques. Art history and cross-curricular opportunities are embedded within the program, which provide students with a deeper understanding and appreciation for art.

There is a delicate balance of breadth and depth within Springfield's Art curriculum, which results in enthusiasm and engagement among the students, as well as in the community. The district recognizes that art can serve as a catalyst for creative thinking, which results in personal expression in a variety of ways. Students develop life-long skills and appreciation of the arts through personalized art projects, opportunities to sing, and play instruments. We encourage students to explore, create, improvise, and evaluate art to deepen their understanding and application.

Performing Arts is held in high regard within Springfield School District. All Sabold students participate in musical education, musical expression, and creativity through general music classrooms, vocal and instrumental performances, and community connections. Sabold Elementary hosts a community event each spring, called the Sabold Showcase. Students display art work and hold musical performances for members of the community. All students participate in the event.

Sabold students participate in a variety of technology-based specials. Springfield School District is committed to finding ways to enhance learning through technology. We recognize that we live in a technology-dependent world, and that students need to develop skills such as digital citizenship, internet safety, and research skills. Sabold is addressing students' needs to have instant access to answers, to be able to communicate in a variety of ways, and to create. Sabold students are assisting in creating their own meaningful learning environment through the learning opportunities provided during these specials.

During technology-based classes, students have hands-on experiences in coding, robotics, and advanced forms of communication. During the technology specials, Sabold students have taken virtual trips through space and explored remote places in the world using virtual reality goggles, creating opportunities that our students may never have.

There are a variety of cross-curricular connections during these classes. For example, during the electricity unit in Science class, students learn about circuits in the technology classes using programs like Makey-Makey.

The physical education program is a student favorite at Sabold Elementary. Springfield School District recognizes the importance of physical education and physical activity for elementary students. All students have a minimum of one hour of physical education/ health within a given cycle of specials. Grounded in a variety of fun and engaging activities in the gymnasium, is educating children about the many benefits of physical movement, sportsmanship, nutrition, and making healthy choices.

Movement is a cornerstone of the physical education classes- teaching students basic movement patterns and concepts. These are designed to serve students so that they can better engage in sports and games that

require a variety of movements and skills.

The physical education classes include direct instruction, as well as authentic teaching opportunities, that focus on sportsmanship, social skills, and handling emotions. Activities are designed to foster and improve team-building and communication. Those skills are explicitly addressed prior to the activities as well as during the activities.

Students are taught the importance of taking care of their bodies through nutrition and making healthy decisions. Students are taught about the benefits of a healthy diet, as well as the effects of poor dietary choices, nicotine and drug use, etc.

All classrooms and students participate in Responsive Classroom, which focuses on a variety of social and emotional skills. The program empowers students, as well as staff, through character building. Students learn social skills such as responsibility, empathy, and self-control. Additionally, they are taught academic skills that are necessary to be successful- perseverance, goal-setting, and problem-solving.

### **3. Special Populations:**

Springfield School District uses a number of measures to identify and monitor all students, which begins through registration and academic screenings before students even enter a school building. Additionally, there are a number of safety nets through assessment measures and a Child Study Team to identify and monitor students needing additional supports.

Sabold uses a schedule that allows for student supports to be supplemental, with the exception of students requiring the most intensive level of supports. The schedule is created so that students are in the general education classroom for all curriculum. Students requiring enrichment, special education, or supplementary support services (as well as instrumental lessons) receive those services during a 60-minute block of specials. A six-day cycle allows for all students to receive the typical specials (art, music, etc.), as well as supports for areas of need. These supports are provided for students who have IEP's or regular education students who may need short-term or long-term interventions.

The schedule also allows for students to receive in class supports. Typically, students requiring services such as Occupational Therapy, English Language Support, and Speech and Language Therapy. Again, we try our best to support and supplement rather than replace. We try to avoid students coming out of their classrooms and missing general education instruction.

We believe that students requiring additional support should be given such supports "outside" of the school day because part of what they need is more time. The school does provide a homework club for students needing support; however, that is a challenge to get students into school early, or have them stay after school, compensate teachers for their time, etc. We believe that providing these services during specials is an option that is aligned with that philosophy, without the challenges that come with before-school and after-school programming.

Progress monitoring for interventions occurs through special education processes, as well as through the child study team. Adjustments are made through programming, frequency, etc. based on the progress monitoring data. Based on the data analysis, students will receive additional supports for areas of need. For example, if it is determined that students have a fluency need, there is a program for that; a comprehension need would signal staff to implement a different program. The effectiveness of the interventions are closely monitored, and adjustments are made as needed.

A similar approach is taken for students exceeding the grade level expectations, and who require enrichment. Our gifted services are provided during specials. We believe that students requiring enrichment should have the opportunity to work with peers on concepts and activities that require advanced thinking, so they have classes built into the cycle; however, we believe it is important and beneficial for these students to work with their same-aged peers on the regular education curriculum in regular education classrooms. The teacher who provides gifted services collaborates with the classroom teachers to assist in providing differentiated and accelerated learning opportunities. Additionally, fourth and fifth grade math classes are

“leveled” so that high-achieving students are placed together, and students requiring additional supports are in smaller class sizes.

## PART V – SCHOOL SUPPORTS

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### **1. School Climate/Culture:**

Sabold Elementary prides itself on having a simple mission; get better. Our focus on improvement is shared among students and staff alike. Having a goal that is centered on improvement allows everyone to have the same goal, whether they are high-achieving, in need of special education supports, or the most successful person in the school; the mission remains the same; get better.

When we say our focus is to get better, it does not mean to simply become better educators. We do try to be the best educators we can be, but even more so, we try to be the best people we can be. A school culture is defined by its people. The people are the reason for the success in this school. Strong, collegial and often friendly, relationships are the norm. The relationships breed better collaboration and more learning opportunities. Staff and students demonstrate value for each other, which leads to hard work and high aspirations. We value and celebrate the hard work demonstrated by our students and staff. We find that the power of praise inspires others and raises expectations.

As is best instructional practice, adults must model our efforts in improving. We learn from each other; we collaborate; we take classes in the summer: we attend professional development opportunities. We do our best to lead by example. We believe that our students recognize and learn from our goals, actions and behaviors. The expectations we set for ourselves are reflected in our students.

Even our rules are set for both staff and students. We only have two of them - work hard and be nice. We expect our staff to model those behaviors, and our students to learn to do the same. Showing empathy, support, and gratitude are powerful and inspiring traits for students to see adults modeling. The direct and ancillary effects result in hard-working, respectful students who have high expectations for themselves.

We are proud of our school. Our hallways are filled with student work, photographs of staff and students, and quotes that represent our values. We see students proudly wearing Sabold spirit wear every day in our halls because we are proud to say we are from Sabold. We are a family. We can take of each other and our home.

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

The relationship with the community begins with a shared vision of Sabold Elementary, and that vision has the highest of aspirations. We affectionately refer to Sabold as “the Greatest School on Earth.” While that is intended to be humorous, it has also developed into a mantra that serves as a reminder that we have high expectations for our school and students. Parents have adopted this mantra, and they continuously demonstrate their support in holding the school in such high regard.

Parents are an integral part of our plan to be “the Greatest School on Earth.” We have an active Home & School Association with members who engage with parents and community members via email, Facebook, Twitter, and in person through our Home & School meetings. There are numerous opportunities to volunteer in the school, as well as many opportunities for parents to visit the school for things like Presidents’ Day speeches, Holiday Sing-Alongs, and Bingo Night. We try to do our part in supporting the community as well by purchasing the food, prizes, etc. for the events from local businesses.

We hold a Back to School Night and parent-teacher conferences in the fall. Our goal is 100% participation in each of these events each year in order to begin building these relationships. We truly believe our success is contingent upon our partnership with parents and the community.

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

Highly effective professional development is critical to the district's success. The professional development is always aligned with long-term goals, district initiatives, and needs-analyses. Our schools and our district

improve when our instructional practice and techniques improve. When considering professional development, the district focuses on two points; how the training will make our students more successful, and how the training will make our teachers more successful.

There are limited occasions when educational gurus are hired to provide professional learning opportunities district-wide; however, the district relies on the experts that are employed within our schools and among our administrative team. We learn from each other in a variety of ways. The district has created Professional Learning Communities for teachers to attend after school. Topics are chosen in advance based on teacher feedback. Teachers can elect to attend the PLC sessions based on the topic. These sessions provide opportunities for teachers to learn from a presenter within the district, as well as from each other through discussion and collaboration. These PLC's are well-attended, and teachers quickly apply the learning in their own classrooms.

Expert teachers are asked to provide professional development for their colleagues as well. There is great value in teachers learning from their peers, and the district has seen the advancement of instructional techniques when teachers observe what their colleagues are doing. This type of professional development allows for teachers to focus on curriculum and district resources, which will directly apply to what students are learning and doing in the classroom. Additionally, administrators provide teachers with opportunities to have peer-to-peer observations. Teachers are provided class coverage so that they are able to visit their colleagues as they model instructional techniques, classroom management styles, etc.

Administrators participate in non-evaluative "walk-throughs" in which they travel through classrooms and discuss observations in order to create opportunities to support teachers as well as learn from them. The fact that these walk-throughs are non-evaluative allows for a shift in the discussions. The discussions can focus on teaching and learning, which will increase the likelihood that teachers will be more receptive to the feedback.

When new programs are introduced to the district, they are accompanied by the necessary training from company representatives, and there are numerous opportunities for follow-up trainings, questions, and support. District administrators are vigilant about observing the implementation of these programs, serving as supports for teachers, and acting as liaisons to communicate with teachers and representatives.

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

There is a shared leadership approach at Sabold Elementary that is grounded in a shared vision to "Get Better." Our expectations are high in terms of how successful our students can be based on our own goals to grow and improve. The staff has an understanding that we must learn from each other and seek out new opportunities to learn in order to be highly effective.

The principal serves as the overall instructional leader of the school. He believes the most critical factor to being an effective instructional leader is to be in the classrooms as often as possible in order to be able to provide feedback and support. Additionally, spending the majority of the days in classrooms also keeps him abreast of changes that may need to be made with curriculum, behavior, etc.

The principal also believes that the most important factor in a child's academic success is the teacher. Teachers are leaders and there are opportunities for teachers to learn from the expertise of their peers in the building. In a small district such as Springfield, there are not instructional coaches, so the administrators must be creative in how to provide classroom collaboration and ongoing professional development. Part of the reading specialist's schedule is left open and flexible in order to provide opportunities for coaching and modeling lessons in classrooms. Additionally, she joins team meetings to provide guidance and support. The lead special education teacher has time built into her day as well. She uses that time to complete functional behavior analyses, support classroom teachers, and assist other special education teachers.

Classroom teachers assume leadership roles in a variety of ways. They assist in developing curriculum and district assessments. Their input is valued and critical to our success. Teachers often take part in peer observations in efforts to learn from each other. They are frequently seen during their team time,

collaborating and learning from each other to enhance their instructional techniques.

The students at Sabold Elementary are always at the forefront of all decision-making. In fact, the students are part of the decision-making process. Student voice is a component of our school that we believe is important. A group of fifth grade students make up the Sabold Leadership Group and serve as the voice of the student population. They have opportunities to meet with the principal, guidance counselor, and other staff members to share their beliefs about how to make our school better.

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

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Sabold has a number of approaches that have proven successful over the years, which include things like tutoring, special education, effective programming, scheduling, etc.; however, the most instrumental factor of the school success is grit, or hard work, determination, and pride. The school has a culture of hard work and perseverance which has transcended from the community to the staff and to the students. The staff and students recognize that improvement and growth are a result of hard work and determination. Students and staff have internal motivation to be successful, as well as intellectual endeavors to reach their highest aspirations.

There is an intentional effort to teach students to develop grit. Teachers assist students in setting goals, how to handle failure, and the hard work it takes to achieve the goals. Students are taught how to pursue their goals incrementally, while remaining focused on their long-term goals. Students are taught to be motivated by the learning process, not by grades. They learn language that serves as reminders that hard work and determination are required to grow and improve. They learn that academic achievement is an ancillary benefit to the process of learning.

Upon entering the school, the words "Sabold Pride" are boasted on the soffit in bold bright yellow letters. On the opposite soffit are the four words that make up the two school rules; work hard and be nice. Even the school rules, encompass hard work as being instrumental to success. The school has many expectations, but the students and staff understand that all of those expectations fall under the umbrella of two school rules- Work Hard. Be Nice. Hard work is recognized and rewarded as part of a school-wide positive behavior system. Students receive tokens of recognition when they are seen putting forth the extended effort expected from Sabold students.

The district has adopted a growth mindset philosophy in recent years, and Sabold Elementary has tightly gripped this mentality as well as tangential concepts. Sabold has taken the concept of growth mindset and used it as a catalyst to create a shared vision that focuses on improvement; get better. When our focus has been to improve, it relieves the pressure of competition and ranking. It doesn't matter which teacher has the best data, or which student has the highest reading level or the lowest, or how successful the school was in previous years. Our simple vision remains constant; get better.