

**U.S. Department of Education**  
**2020 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

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

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

Official School Name Boone Meadow School  
(As it should appear in the official records)

School Mailing Address 5555 South Main Street  
(If address is P.O. Box, also include street address.)

City Whitestown State IN Zip Code+4 (9 digits total) 46075-9812

County Boone County

Telephone (317) 873-2226 Fax (317) 769-6909

Web site/URL https://bme.zcs.k12.in.us/ E-mail thundley@zcs.k12.in.us

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Scott Robison E-mail srobison@zcs.k12.in.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Zionsville Community Schools Tel. (317) 873-2858

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. Joe Stein  
(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 2020 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 2014 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: 2015, 2016, 2017, 2018, or 2019.
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 (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 5 Elementary schools (includes K-8)
  - 2 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 8 TOTAL

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

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	65	60	125
1	54	51	105
2	40	71	111
3	43	51	94
4	56	47	103
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	258	280	538

\*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):
- 0.2 % American Indian or Alaska Native
  - 12.3 % Asian
  - 4.2 % Black or African American
  - 5.6 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 71 % White
  - 6.5 % 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 2018 - 2019 school year: 6%

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, 2018 until the end of the 2018-2019 school year	13
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	32
(4) Total number of students in the school as of October 1, 2018	538
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Bengali, Bulgarian, French, German, Gujarati, Hindi, Japanese, Kannada, Korean, Mandarin, Marathi, Nepali, Persian (Farsi), Portuguese, Punjabi, Russian, Spanish, Tamil, Telugu, Vietnamese, Yoruba

English Language Learners (ELL) in the school: 4 %  
21 Total number ELL

7. Students eligible for free/reduced-priced meals: 5 %

Total number students who qualify: 26

8. Students receiving special education services: 12 %

62 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>5</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>12</u> Other Health Impaired                |
| <u>9</u> Developmental Delay     | <u>15</u> Specific Learning Disability         |
| <u>6</u> Emotional Disturbance   | <u>40</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</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: 6

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	1
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 15:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	96%	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 2019.

<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.

Boone Meadow Elementary provides customized 21st century experiences that ensure maximum student growth leading to productive citizenship in the world community.

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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The community of Boone Meadow families, staff, and students is often referred to by its members as "Team Meadow," exemplifying the belief and culture of a unified and collaborative focus on success and growth. Excellence is a priority, but that excellence includes a view of developing and growing the entire child, and thus, building up the entire community. We cultivate intentional partnerships with our families, who often volunteer at school and provide their professional expertise to enhance learning opportunities. Families at Boone Meadow are comprised of primarily middle-to upper-class, young, professional families. The average age of Zionsville residents is 39.6, and the level of educational attainment (66% of the residents have earned at least Bachelor's Degree) and median household income (\$108,440) far exceed that of the state average. The socioeconomic background of Zionsville's students is reflected in the noteworthy percentage of community members who are professional executives, physicians, attorneys, and engineers. Our increasing diversity adds another layer of strength and depth to our school. Approximately 30% of Boone Meadow's population is non-white, in comparison to the larger district diversity, which is comprised of approximately 85% Caucasian students. Additional layers of diversity include 26 different home languages, of which about 4% of the student population qualifies for EL services. Approximately 12% of our student population receive Special Education services, 8% of students are identified as High Ability or Gifted, and about 3% of students receive Free/Reduced lunch. Serving primarily the residents of Whitestown, IN in the southwestern corner of the Zionsville Community School district, Boone Meadow Elementary opened in 2013 and years later, continually seeks how to best serve students and families. We do this best by remaining cohesive, connected, and committed to one another.

Several key strategies are used within our school to encourage and challenge students to develop their full potential. Among the most important of them is a district-wide, ongoing initiative entitled Strong in Every Way (SiEW), which heavily guides our building-level work. This movement began in the fall of 2016 with the goal of building connected, resilient, self and culturally adept young people during their formative years in our school community. SiEW is a decision-making and directional vehicle for our organization that is made up of three domains: Developing Connections, Developing Assets and Resources, and Developing Cultural Understandings. At Boone Meadow, we see this manifest most clearly in our two school-wide expectations of Treat People Right and Do the Right Thing. These are the only "rules" at Boone Meadow Elementary (BME), and are used as a filter for teaching and learning opportunities students will encounter across the school day. Additionally, our school team focuses on teaching Lifelines as character development in conjunction with our evidence-based social-emotional curriculum, Second Step. Then, each quarter, our entire school comes together at Family Gatherings to celebrate and recognize the various ways students and classes have lived out lifelines such as perseverance, compassion, or integrity. The most significant strategy used to best serve our students is that of relationships. Above all else, we place utmost importance on developing healthy, positive, and productive relationships with our students and their families.

After filtering decisions through the SiEW lens, we are guided by our academic priorities. Currently, the areas of focus are Student Empowerment and Agency, and Social-Emotional Learning. As a result of these areas of emphasis, Boone Meadow provides content-rich experiences across all content areas, integrating themes and concepts wherever possible. Teachers write units to capitalize on common ideas that arise in statewide standards, unit progressions, and key grade level understandings. Additionally, we have deepened our understanding of inquiry-based approaches through the use of instructional strategies such as problem-based learning and activity-before-content approaches. Our curriculum choices are determined based on the opportunities students have to not only deepen content knowledge, but also the degree to which they can participate in critical thinking and create new understandings. As a result, classrooms are buzzing with social, collaborative, hands-on learners who utilize a variety of essential skills to think flexibly and powerfully to make an impact in their world.

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

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

At Boone Meadow Elementary School, students are at the center of every decision. Students' distinct learning needs, interests, perspectives, aspirations, and varied cultural backgrounds are honored when lessons and objectives are designed.

Workshop and inquiry structures are implemented to build student agency and empowerment, which allows for authentic goal setting among students of Boone Meadow Elementary. Should you walk into any classroom during any of our various content areas, you would find teachers delivering whole class content in a mini lesson, then offering students time to independently practice their new skills while the teacher confers with individual students or pulls various small strategy groups.

Content areas are integrated when possible, so that students make meaningful connections in what they are learning. Teachers implement and create units of study, which provide strategic performance assessments that help teachers monitor progress, provide feedback, and help students set clear goals for their work. When it comes to students that require an advanced curriculum, general education, or those with special education needs, Boone Meadow Elementary provides an inclusive environment where most student needs can be met in the general education classroom setting through differentiated instruction.

Because Boone Meadow's goal is to focus on the whole child, we not only address academic needs, but also the social and emotional needs of our students. We use restorative practices, which prioritize teaching and guiding young learners through a filter of empathy, rather than focus on punishments and consequences to stop negative behavior. As a building, we employ several restorative practices, such as morning meetings and community circles, engaging and empowering students with class agreements, as well as modeling the same compassionate and empathetic qualities we hope to build in our students.

### **1b.** Reading/English language arts

Literacy instruction at Boone Meadow reflects our belief that we are teaching lifelong readers and writers. Students are nurtured in a Balanced Literacy framework. Throughout the instructional week, students are immersed in both reading and writing workshops, shared reading experiences, Interactive Read Aloud, interactive writing, and word study. Not one component of Balanced Literacy outweighs the others; rather, they all work in tandem to foster a love of literacy that spans our building. Kids read and write across the day for varied reasons, audiences, and outcomes. Teachers formatively assess through one-to-one conferences, small group interactions, and facilitation of whole class discussions and celebrations. In all of our literacy experiences, student discourse is just as important as the time spent reading and writing. Our teaching staff believes that students grow ideas and cement understanding by talking. Children rehearse, discuss, defend, and develop ideas throughout the reading and writing processes.

We believe reading and writing lives start with solid a foundation in conceptual understanding paired with language skills. Our youngest learners receive a balance of both. In any given primary classroom, one would see our young readers and writers building their understandings of how sounds come together to make words. Students develop their phonemic awareness with engaging lessons that help them distinguish rhyme and alliteration. They learn to manipulate the sounds and make new words. As their understandings of the sounds of language grow, so do their familiarity with the graphemes. Our primary teachers have been trained in phonics instruction and weave these concepts into all areas of the curriculum. Students explore patterns, construct meaning, and play games in word study. We see our students' vocabulary knowledge emerge as they partake in discussions through Interactive Read Aloud and Shared Reading experiences. Boone Meadow students can be seen sprinkled throughout our flexible learning spaces, cuddled up with their book stacks, lost in the world of reading. One would see our young writers storytelling, sketching, and rehearsing as much as sounding out words to encode their independently written stories.

As students' literacy understandings grow and develop, they are guided through literacy progressions. Our studies of word patterns and relationships lead to academic vocabulary instruction. Through workshops and shared experiences, new genres in literature and informational texts are introduced. We explicitly teach skills and strategies to deeply comprehend each text in order to discuss them in partnerships and book clubs. We lean heavily on the Teachers College Reading and Writing Project Units of Study to implement and design carefully planned units of study, setting clear learning objectives and student goals, which are strategically aligned with the Indiana Academic Standards. Students curate their text sets and writing projects to meet these goals. Their voices and choices are heard and honored as we teach the readers, not the book, and the writers, not the writing.

Teachers also have the opportunity to partner with our building literacy coach to strengthen professional literacy prowess; in turn improving student English/language arts achievement. This job-embedded professional development provides support for professional learning, which leads to better decisions for students through reflective practices. Every person in our building, whether student or staff member, is considered a learner and is welcome in our learning community.

### **1c. Mathematics**

At Boone Meadow, we are committed to building students' love and conceptual understanding of mathematics with opportunities to apply learning to real life. Our curriculum is aligned with the Indiana Academic Standards which includes: number sense, computation and algebraic thinking, geometry, measurement, and data analysis. We chose research-based Everyday Mathematics (EDM) as our adopted curriculum, because it emphasizes real-world problem solving, an instructional scope and sequence that revisits topics regularly to ensure depth of knowledge and long-term learning, practice through games, and teaching that supports "productive struggle." EDM includes a variety of benchmark assessments, unit assessments, and cumulative assessments to ensure student progress is adequately measured. Formative assessments in the form of observational checklists and student journals are used to regularly measure students' response to instruction along the way.

In addition to adopted curriculum, teachers are empowered to bring in alternative resources and instructional approaches such as workshop model, fact fluency interviews, problem-based learning, inquiry approaches and performance tasks to flexibly meet students' instructional needs both below, on, and above grade level. Teachers regularly triangulate formative and summative data from a variety of pretests, unit tests, benchmark assessments, NWEA, exit tickets, and math journaling to group students in partnerships and small groups for tiered activities including on level practice, readiness intervention activities, and challenge activities. Data is analyzed regularly for fluid groupings to ensure all students get what they need to maximize growth.

Teachers teach with a focus on conceptual understanding rather than procedural knowledge. Conceptual understanding is fostered through a variety of activities including mental math which allows students to flexibly apply and then share number sense strategies. Mental math talks provide teachers an opportunity to explicitly teach fact fluency strategies such as number decomposition, and for students to learn from each other through mathematical discourse. Students are not taught rote "procedures," but rather conceptual algorithms based on place value, such as partial sums, partial products, and partial quotients, long before any traditional algorithms which ensures conceptual understanding.

Engagement in a variety of solution strategies is strongly emphasized across our classrooms. Complex, real-world problem solving tasks are used regularly, calling on students to persevere as they make sense of problems and choose appropriate solution pathways that fit the task. Teachers teach students a variety of representation methods, expose them to a variety of problem types, and have them engage with concrete manipulatives regularly, thus empowering them to make decisions as mathematicians and to learn how to choose the strategy or tool that best fits the task. Through math partnerships, small groups, and other cooperative learning, students are explicitly taught and expected to communicate math reasoning using representations and mathematical language precisely.

Lastly, math in our classrooms is fun! Students are given daily opportunities to engage in math learning games in both hands-on and computer-based formats. Games are used to teach concepts through game strategy and to provide students practice and maintenance of previously learned skills. Mathematical discourse and accountability are authentic and fun when playing games!

#### **1d. Science**

Our core science curriculum is aligned with the Indiana State Science Standards which include four main areas: engineering, life science, physical science, and earth and space science for all students K-4. Our school has partnered with the Indiana Science Initiative to secure high quality, research-based science curriculum materials from FOSS, Carolina, and Purdue. These materials support the teaching of the science content, but teachers are also empowered to include other materials and experiences to meet the unique needs of their particular students.

Our instructional approach is inquiry-based. We use the 5E Instructional Model, also known as the Activity-Before-Content model, to engage students with hands-on explorations and meaningful science activities before presenting and explaining new concepts and content. We start with a focus question for each investigation. The investigations then provide concrete data from which students can build background knowledge and draw conclusions to answer the focus question. We chose this inquiry-based approach because it is more engaging for students and allows them to experience the science and engineering processes in real ways rather than simply reading about them.

Our teachers formatively assess student learning in a variety of ways including science notebooks, exit tickets, quizzes, performance tasks, and observation checklists. Summative assessments present as performance tasks, end of unit tests, or our statewide ILEARN Science test for 4th grade students each year. We examine the ILEARN results and trends for each classroom, building, and across the district. We use that data to adjust instruction for the next year's students.

In addition to classroom science instruction, all K-4 students receive STEM instruction from our STEM teacher with robotics, coding, and engineering lessons that directly relate to classroom science content. We use outdoor learning to enrich students' learning as well in our native bird and butterfly and vegetable gardens.

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

Boone Meadow's philosophy and overall approach toward teaching social studies, history, and civic learning and engagement is through immersing students in our Zionsville and Whitestown communities through service learning projects. The impetus behind service learning projects is to positively impact the community. Some service learning projects completed at Boone Meadow Elementary include Market Day, Scarcity Study, and Ryan's Well. Throughout the school year, students partner with local food banks, So Big Mountain House, and other local organizations to raise funds or collect items to give back to our communities while studying why these organizations are necessary and impactful for the community. Through these problem-based projects, classes also develop understandings of global concepts and themes such as interconnectedness, scarcity, citizenship, and social justice.

Students across grade levels are given the opportunity to research local businesses and connect with community members to write reviews or to create their own business models for projects. Students ask questions of business owners such as why they started their business, how they determine products to sell, and how they choose to price their items.

Hands-on experiences and student-led research projects of our state and local communities help our students gain historical perspective on the founding people of our community as well as a perspective on current local businesses and economics. One example of such an experience is a year-long cultural study of Zionsville history partnering with The Sullivan Munce Cultural Center. This experience is a rich mixture of research and reenactments of Zionsville's historical development used to broaden student's frame of mind towards their community's past. This project concludes with a walking tour of our historic downtown

Zionsville. In fourth grade, we tie together our state history through a cross-curricular study of significant events, people, or historical landmarks within the state. In tandem with this study, students go on a field trip to the state house to reflect and refine their projects with information provided on the historical past, current, and future status.

**1f. For secondary schools:**

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

**2. Other Curriculum Areas:**

At Boone Meadow, special areas are intentionally named Related Arts to highlight the goal and belief that students' Arts experiences are connected and integrated to content area instruction. Students attend a rotation of Music, Art, Media, and Wellness on Monday through Thursday and then are given a choice of which Related Arts experience they attend on Fridays. This is to provide students voice and choice to pursue their personal passions and enrich their learning experience.

Music is regularly related to disciplines of science, math, reading, writing, and technology. A wide repertoire of music is used to promote cultural diversity and understanding, and musical concepts are put into practice through song, dance, and the playing of instruments. Week to week, students explore, imitate, discover and create in an environment of differentiation and collaboration which culminates in end-of-year programs and celebrations with students' families.

In Art, students are exposed to a variety of mediums and approaches to creating art forms while learning the core principles of art. Students draw, paint, use clay, and make digital art while being taught about many styles and artists, and given a historical perspective or insight to possible influences. In particular, cultural differences are celebrated and highlighted, even culminating in projects where students create representations in varied forms which convey their family heritage, history, culture, and background.

The Boone Meadow Elementary physical education program is a well-rounded, unique experience known as "Wellness 360." The program not only focuses on teaching physical skills and physical literacy, but also puts emphasis on the social, intellectual, emotional, and nutritional health and well-being of the students. Students attend Wellness 360 at least once a week, and often twice a week due to our flexible Friday schedule. Students are exposed to unique activities that promote lifelong wellness. Examples include archery, bowling, and cooperation challenges. Wellness classes often collaborate with music classes for dance lessons and drum fitness lessons. The Wellness 360 program at Boone Meadow has a goal of providing students a fun, safe, and accepting environment to grow physically, socially, and emotionally. Students leave the program with the ability to problem-solve, be resilient, and discover new ways to enjoy being active and healthy.

While foreign languages are not currently a component of programming at Boone Meadow, families do have the option through the school district's Eagle Recreation Program to enroll students in Early Start Spanish or French classes held on our campus before or after school each day. This is a fee-based program for which families register, and students partake outside of the academic school day to enrich their learning.

Students attend the Media Center once per week as one of their Related Arts rotations. During this time, the media paraprofessional provides a lesson for students in digital citizenship, library sciences, related literacy skills, or other components to supplement students' learning experiences. She then often conducts a read aloud before students are about to check out books from the library. Additionally, our paraprofessional provides resources as a support to classroom teachers, particularly during research-based units.

Students in all grades are also provided additional technology instruction through our K-4 STEM programming. In 2015, Boone Meadow was identified as one of the first STEM Certified schools in Indiana. In the STEM classroom, all students receive robotics and coding instruction. In addition, each 3rd and 4th grade classroom has a student representative of the technology leadership team, Zeek Squad. Students meet every two weeks with the technology integration specialist where they develop leadership

skills through the lens of technology. They learn about emerging technologies and trends, as well as tools they have available to them at Boone Meadow. Student-leaders take the knowledge and skills learned in these meetings back to their classroom where they share and model it to their peers.

Boone Meadow utilizes Second Step, an evidenced-based curriculum, to support students' social and emotional learning through Tier 1 instruction. Second Step is designed to support students' use of learning skills, empathy, emotion regulation, and problem solving. This program provides a common language for staff and students to use in conjunction with our school wide Life Goals and Lifelines. The school counselor takes the primary lead on providing Tier 2 SEL instruction as well as providing lessons for career and employability standards to all students.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

At Boone Meadow, we are committed to the success of ALL students, and possess a culture in which our staff views all our children as "our kids." To ensure each student thrives, we systematically review student progress within school-wide structures and supports. Each grade level team participates in semi-monthly Professional Learning Communities in which they respond to the following four questions:

What do we want all students to know and be able to do?

How will we know if they learn it?

How will we respond when some students do not learn?

How will we extend the learning for students who are already proficient?

The third essential question is the impetus for grade level teams to swiftly identify students – by name – and generate specific, tangible goals to ensure students are meeting grade level expectations. Based on the review of formative and summative assessments, teams collaboratively target skill gaps through strategies including re-teaching, differentiation, intervention, or recommendation for an evaluation for Special Education. Our MTSS teams work intentionally through the continuum of supports, increasing frequency and intensity of instruction determined by student need. Action plans are drafted as a team, and saved in a designated, shared location so all members working with the student have access to the student's goals and progress.

While classroom teachers are the point of contact and maintain responsibility of coordination of a student's plan, our entire team partners to ensure students receive the targeted skill instruction they need when gaps arise. We utilize research and evidence-based programs to close these gaps, and maximize our building resources as effectively as we can. This means, for example, kindergarten teachers provide small group intervention for first and second grade students at the beginning of the school day when they do not have their classroom students. Additional staff members who provide intervention support include literacy and math coaches, school counselor, school psychologist, social worker, speech and language pathologist, and instructional assistants.

From a social-emotional perspective, students displaying a need for Tier 2 support receive targeted small group skill instruction from our school counselor. If a student needs Tier 3 supports, our district-wide Dynamic Student Support Team collaborates with the building team to provide wrap around supports that may include instruction and in-classroom coaching from a licensed social worker, referrals to mental health providers, or in-home consultation and support.

Through collective efficacy and collaboration, we are able to successfully guide students' growth.

#### **3b. Students performing above grade level**

Our philosophy in Zionville Community Schools (ZCS) to meet student needs is to use formative assessment thoughtfully and often to match appropriately-challenging curriculum and experiences to every child, consistent with his or her abilities, and resulting in maximum growth. A high ability designation for a

child is only one of many avenues to ensuring continuous progress and challenge for students performing above grade level. Other strategies used include subject-skipping, grade-skipping, advanced content, grouping for instruction within classrooms, regrouping for instruction across classrooms or grade levels, additional enrichment projects and resources, leveled and guided reading groups, curriculum compacting, independent learning, student-driven inquiry, differentiation, or adjustment of pace or materials. We meet the needs of highly-able students at Boone Meadow daily, and in many different ways.

In general, a high ability student in Zionsville has an ability score two standard deviations or more above the mean (130+ on most individually-administered intelligence tests, 132+ on Otis-Lennon) and scores at or above the 96th percentile on standardized achievement tests. Other factors such as teacher and parent observation scales, as well as student performance levels are also considered during the identification process. An identification team of experienced high ability teachers, with advanced graduate work in the area of gifted education, considers all factors in a student's profile before making a determination of placement. All students in grades K-7 are reconsidered annually. Students who are identified do not need to re-qualify unless concerns arise. Procedures to exit students from the program involve parents, teachers, and school counselors in making the best decision for the child.

We identify students as needing advanced curriculum/instruction in one of the following categories: General Intellectual, Math Only, or Language Arts Only. Once a student is identified in one of these three areas, we provide appropriately differentiated instruction in a variety of program options.

### **3c. Special education**

Zionsville Community Schools (ZCS) provides a full continuum of special education services for our students. Special education includes specially-designed instruction to meet a student's unique educational needs and related services to support a student's educational program. The services range from support for students placed in general education classroom settings to self-contained specialized programs for students whose educational needs require more intensive services and support. ZCS maintains a philosophy that a student with a disability should, to the maximum extent appropriate for that student, be educated with their non-disabled peers.

At Boone Meadow, our Special Education team is comprised of two resource teachers, a speech and language pathologist, part-time occupational therapist, part-time physical therapist, and a part-time school psychologist. Additionally, the district employs a blind and low vision teacher and a behavioral consultant who provide support and assistance to BME students as needed. The special education team routinely collaborates with grade level teams and classroom teachers to integrate instruction as seamlessly as possible, aligning the student's specialized learning goals and grade level goals in the most effective ways through high-leverage practices.

As much as possible, we strive to maintain an inclusive environment for our students with disabilities. Approximately 12% of our student population receives special education services, and of those students, most are in the least restrictive environment possible which means spending at least 80% of their school day in the general education setting. Furthermore, we seek opportunities throughout the school day where students with disabilities thrive. Often this is through Related Arts experiences, leadership opportunities, or social settings such as lunch and recess. It is imperative to celebrate the strengths of each child, and work to build on areas of need to develop the whole child for overall student growth.

Finally, our partnerships with families of students with disabilities is of utmost importance. It is our responsibility and joy to come alongside parents and guardians to support them and their child through their individualized educational journey. Often this means educating parents on the special education process, connecting them to resources available to them, and helping them navigate the unique needs and challenges they or their child bring to the table.

**3d. ELLs, if a special program or intervention is offered**

The mission of the ZCS EL Program is to support English Learners through their journey of language development through an asset-based approach. As with all our students, we seek to discover what abilities and talents they possess, and use that as an indicator of what they are ready to learn next. This strengths-based approach aligns with our Strong in Every Way initiative, and allows us to best meet the following program goals:

Develop English Language Learners' speaking, listening, reading, and writing skills.

Cultivate awareness and support of English Learners with the Zionsville community.

Provide effective communication between families of English Learners and the school community

We work within state and federal guidelines to serve students of all levels of English language proficiency. When a family indicates upon enrollment their child speaks a language other than English, our first step is to assess language proficiency. Once that is established, our teachers work within the WIDA Can-Do Descriptors. The Can-Do Descriptors focus on the strengths of students at each level of proficiency in order to guide our EL and general education teachers to appropriately instruct and assess English Learners.

The task of the EL teachers often extends beyond the classroom. Our EL teachers work with families of English Learners to engage with the school community and access resources in the community at large. EL teachers work to secure interpreters for conferences and plan for families to have access to school communications in their native languages.

In addition, we recognize our English Language Learners often bring with them a culturally diverse background which we believe is a strength and is something to be celebrated. The diversity in our schools is an integral part of what comprises the core values of our community, and differences in languages are no exception. Classroom teachers integrate ways to celebrate different languages, often teaching students how to communicate in new ways. We have also enjoyed the support of family members who, as an example, have come to school to label items around the school in a new student's native language and speak with our new students in their home language as they become accustomed to a new environment. We have also paired students together in classrooms who speak the same languages, offering another sense of community and connection. Through these experiences and opportunities, we strive to collaboratively learn from our students and families that hold specialized experiences and perspectives.

**3e. Other populations (e.g., migrant), if a special program or intervention is offered**

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Boone Meadow offers many ways to engage and motivate students as well as provide positive supports to their academic, social, and emotional well-being. Teachers provide opportunities to engage in learning through differentiation, choice, inquiry and project-based learning. Students receive tactile academic experiences such as science experiments and use of math manipulatives, and they engage in inquiry through project-based-learning. We also engage students socially and emotionally through experiences such as Global School Play Day and Second Step curriculum. In these experiences, students use role play or actual play to practice social and emotional skills. Across all content areas, our team provides as much student voice and choice as possible to honor their interests, talents, and needs.

Science, social studies, and language arts are deeper experiences through inquiry-based learning. Math manipulatives are used to allow students to see math in a different way to enhance their understanding. Students discover more about characters and plot lines in books through further analysis, group studies, performances, and projects.

Students have profound experiences with project-based learning in many academic areas throughout grade levels through performing plays and preparing presentations for parents and students.

Our Boone Meadow students are an integral part of our school family and their voices are important. We provide opportunities for leadership, empowerment, and choice. Older students are offered opportunities to lead by being mentors to younger students in our Peer to Peer Program, lead as a Café Captain in the cafeteria, and bring their ideas to life by managing our recycling in our building, organizing charity events such as Food Drives, etc. All students engage in choice on most Fridays through RACE Day (Related Arts Choice Experiences) events during which each student chooses the related arts special they want to attend which include special options in music, wellness, art, media, STEM, guidance, and literacy.

Students are also encouraged to see our teachers and staff as resources not only for academics, but also for social emotional support to help problem solve and learn emotion regulation and empathy skills. Students at Boone Meadow know they are loved because we put relationships first. Without a genuine relationship between student and staff, the rest is just academics without passion and purpose. Relationships motivate and engage students far more than just the opportunities to learn in a fun and engaging way, which is why we are much more than a school; we are a family.

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

Boone Meadow reaps the benefit of a highly supportive community. Such engagement manifests through the efforts of families, local residents, local businesses, and school staff. One palpable support is witnessed through our Parent Teacher Organization (PTO). This collaborative partnership brings numerous events to life each year by way of our annual Jog-A-Thon, Talent Shows, varied family free events such as our Boone Meadow Blast and Mixer. Over the course of the year, our PTO provides financial support and volunteer hours to bring special events, learning celebrations, progressive technology, playground equipment, and various sponsorships of school projects to life. In addition, our PTO funded the installation of a climbing wall in our gymnasium, co-sponsored the purchase of an outdoor shade structure, and provided numerous raised flower and vegetable garden beds. Our work would be much less robust without the PTO support.

In addition, the Boone Meadow community strives to engage the community in our learning experiences. Throughout the year, our schools hosts a variety of events to bring students, staff, families, and community members together in order to celebrate learning. STEM Nights, Literacy Nights, Wellness Nights, Family Folk Dance Nights, Art Shows, Legacy Projects, and book talks are examples of ways we bring our increasingly diverse community into the school for collaborative celebration and learning. With our increasingly diverse community, our students also learn more about each other and cultures by hosting families into the classrooms as guests to share cultures and customs in effort to increase global

understandings.

Community partnerships are viewed through a reciprocal lens. We desire for students to learn from our community, but we also strive to find ways to give back through service learning experiences. Students are afforded opportunity to go impact those we serve while engaged in valuable life learning. A local home for homeless families (So Big Mountain House) and the Caring Center (food pantry/community resource center), as well as, several retirement homes provide key opportunities for our students to extend themselves to serve others. Raising money for Honor Flights or participating in our community "Do Day", allow students unique opportunities to learn.

Our students enjoy working alongside community businesses and organizations. Outside of our school families, we also foster positive relationships with community partners to support our educational programming. Dow Chemical, Corteva AgriScience, University of Indianapolis, Butler University, Purdue University, Zionsville Parks Department, Boone County Master Gardeners and various local businesses and professionals support our family STEM and Math nights, outdoor bird and butterfly gardens, grade level PBL endeavors to improve our school, and provide authentic learning experiences for all students. We engage local businesses through our Market Day experience using local business owners to teach the basics of economics. For example, second grade students recently honed their opinion writing skills via our partnership with a local ice cream shop. Students were challenged to write food reviews based on sampling a variety of flavors in the store. Food reviews remain available at the shop for customers to read before making their purchases.

### **3. Creating Professional Culture:**

When interviewing potential new team members, we are often asked by prospects some version of the question "What is the best part about working at Boone Meadow?" In response, team members routinely describe the culture and environment as positive, cohesive, and growth-minded; an overarching theme is that our people feel as though we are part of a family. Individuals are respected, valued, and supported in many ways which leads to a high level of professional culture.

Foremost, success in developing a strong professional culture is centered on relationships. Our staff members are more than employees. They are people with unique needs, lives, and goals both personally and professionally who are highly valued and respected. When we treat one another as family, individuals know they are deeply cared for, which results in individuals who go above and beyond for the overall success of the team. As a result, our people often exceed their expected responsibilities. Teachers attend students' sporting events, the principal hangs lights for the after-school concert so the teacher leading the club doesn't need to, or the custodian chases off a wild goose on the playground so children are safe during recess. These examples highlight the smart, driven, highly capable individuals who comprise Team Meadow are constantly motivated to do the right thing and treat people right.

Another component of creating a strong professional environment is the investment in the ongoing development of talent. The professionals at Boone Meadow possess a mindset and culture of continual growth, in which progression is a constant and dynamic course of action. Therefore, professional development is constantly occurring and individuals are routinely learning and developing the art and science of their craft. To accomplish this, Boone Meadow staff is engaged in learning at multiple levels – at the district, in the building, within teams, and among individuals. Key examples of the professional development structures include:

District-wide new teacher academy and onboarding with mentor teachers

Job-imbedded professional development through coaching with literacy and STEM coaches

Professional Learning Communities

Book studies

Optional monthly "pop-up" professional workshops

## Peer-to-peer observations

The belief is that we have hired, on-boarded, and worked to retain professionals who are unique in their talent for this specialized job of educator, and possess a disposition of humility in serving others, an orientation toward collaboration, and sufficient good nature to be wanted by colleagues as a member of our team – a smart, balanced, congenial, mission-driven, self-effacing, and kind one. Therefore, we know no one member of the group is more valuable or necessary than another – everyone matters. And because we share a common, threaded belief and purpose, we are able to come together in meaningful and effective ways to do what is good for children. The result is more than professionalism – it is team. It is family.

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

The leadership team believes the primary purpose of its role is to bring the school community together through relationships and care, and across avenues for the singular purpose of student growth. First and foremost, the leadership team is committed to maintaining a student-centered approach. We filter our processes and decisions through commonly developed and held elementary Belief Statements which are rooted in what we believe about students, relationships, teaching and learning, environment, and community. From there, we focus on empowering individuals in our community to act and serve in ways to elevate our work. Students, families, and teachers are empowered to make decisions, take risks, and unleash possibilities. By sharing leadership responsibilities, school leaders focus on the strengths of others, and value the diversity of perspectives and opinions to enhance our community and improve current practices. The leadership team believes every person is capable of leading from where they operate within a system, and when they are encouraged and given the appropriate resources and support, they contribute in more meaningful ways to the overall success of the school. To create this climate, multiple people and structures play a role.

The school principal, along with support of the assistant principal, is responsible for establishing a vision for the school which aligns with district-wide priorities and initiatives. The principal clarifies this vision often through staff and community communications, building-based staff meetings and professional development, team collaborations, and individual coaching and feedback. The principal develops specific, tangible, and measurable goals that narrow the focus for set periods of time. Typically this looks like a year-long focus with quarterly or monthly components. These are then connected across multiple years and within the larger scope of the district-wide goals.

In addition to the administrative team, school-based leaders play a vital role in turning the vision into reality. At Boone Meadow, this guiding coalition is comprised of staff members across multiple roles who provide a balanced and rounded out perspective of our school needs and realities. These members include our literacy coach, STEM coach, counselor, grade level and related arts team representatives, assistant principal, and principal. The Planning and Improvement Team (PIT) serve not only as a voice for their particular team or area of expertise, but also assist in living out the shared leadership philosophy. The PIT meets three to four times per school year to reflect, refine, and reset goals and priorities for the school and is driven by evidence we collect on how well our students are doing socially, emotionally, and academically. From there, the PIT members communicate plans and decisions to their team, initiate action items, and seek opportunities to elevate our school community.

Once clear understanding of the priorities and goals are achieved, every member of the Boone Meadow community is empowered to live that out. The principal and assistant principal equip, encourage, and support as individuals and groups work toward our larger goal. This often means actively listening to concerns, removing barriers, and finding resources so ideas can become realities. As a result, families, teachers, and students have discovered many ways to lead in our school. These moments are then highlighted and celebrated through written communication, in staff meetings, and by public recognition to continue to reinforce and sustain ongoing development of ideas that accelerate our team.

In summary, the primary function or purpose of the leadership team, then, is simply to hire talented, skilled professionals and then find ways to get out of the way of those people, allowing them lead on in their own unique and beautiful ways.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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The success at Boone Meadow Elementary is built upon the primary and fundamental belief that relationships must drive every aspect of the work we do. This encompasses the relationship found between and among students both within and across classrooms, teacher-student dynamics, collegial and community partnerships, and familial engagement and interactions. We rely heavily on the bond of our relationships to provide children at Boone Meadow a safe, loving, and positive school environment in which our kids will thrive. It is through these relationships alone that our students are known and known deeply, that they are seen wholly and fully, and that they know they belong here.

A few years ago, as our team reflected on our school's progress, and sought how to do this work even better, the possibility of implementing a looping model was presented. Without hesitation or discord, the team nearly unanimously agreed to embark upon this professional practice to deepen and enhance our relationships with our students and families. In the years since we implemented the looping model, families routinely report through input surveys of their extreme pleasure with having their child's teacher for two consecutive years. The reduction in transition for our students' lives has resulted in reduced anxiety, increased growth performance, and strengthened relationships.

Through this practice, students remain with the same homeroom teacher for the duration of their first and second grade years, and then have a second homeroom teacher for their third and fourth grade years. Kindergarten serves as a stand-alone year where we get to know students on a social, emotional, and academic level. This allows us greater opportunity to ensure a precise placement for students as they move into the first-to-second grade loop.

The professional practice of looping fulfills our core mission of student growth, emphasizes our fundamental belief that relationships must be the focus of all we do, and sets our school community apart as one of few elementary schools with this kind of school-wide model.