

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

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

Official School Name Grandville Central Elementary School  
(As it should appear in the official records)

School Mailing Address 4052 Prairie Street SW  
(If address is P.O. Box, also include street address.)

City Grandville State MI Zip Code+4 (9 digits total) 49418-1231

County Kent County

Telephone (616) 254-6010 Fax (616) 254-6013

Web site/URL https://ce.gpsbulldogs.org E-mail mgelmi@gpsbulldogs.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\* Mr. Roger Bearup E-mail rbearup@gpsbulldogs.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Grandville Public Schools Tel. (616) 254-6550

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 Mrs. Christy Buck  
(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):
- 7 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 2 High schools
  - 0 K-12 schools
- 10 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	36	35	71
K	24	19	43
1	9	13	22
2	12	8	20
3	14	7	21
4	15	8	23
5	15	12	27
6	11	9	20
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>	136	111	247

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0.8 % Asian
  - 2.4 % Black or African American
  - 11.8 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 78.1 % White
  - 6.9 % 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: 12%

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	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	8
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2018	260
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

Spanish, Swahili

English Language Learners (ELL) in the school: 1 %

3 Total number ELL

7. Students eligible for free/reduced-priced meals: 41 %

Total number students who qualify: 101

8. Students receiving special education services: 30 %

73 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>0</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>16</u> Developmental Delay    | <u>2</u> Specific Learning Disability          |
| <u>2</u> Emotional Disturbance   | <u>62</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1

10. Use Full-Time Equivalents (FTEs), rounded to the 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.	11
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	8
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 23:1

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%	95%	95%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 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.

We are improving lives by producing successful, lifelong 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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Central Elementary School is really named as described by its location as it is in the heart of Grandville, MI. Our school is next door to the fire department and across the street from our police department. Every day you will see a Grandville police officer or two stop into our building and walk through, say hello to our kids and staff etc. We are about a block and a half away from the downtown Grandville area. We are very connected to our local community at Central Elementary.

Central Elementary is currently a one section building that has a strong sense of community that is very prideful. We have been around since the 1950's and have had many changes over the years. Most notable was a venture in a balanced calendar building. The building was in session year round with breaks throughout the year, but still having the same number of educational days as other schools in the district. Throughout the history of the school it has continued to be a one section building and currently has one classroom per grade level in grades Young Kindergarten to 6th grade. We also contain our district's early childhood special education classrooms that consist of 4 sections and a total of 42 students who are in attendance for half days. Those students range from ages 3 - 5 years of age. We also support one of our district's preschool programs for morning and afternoon.

Our school community is truly a blue collar and positive family community. We have many two working parent families within our school community. Most of our students are within walking distance to our school and we bus only about 40 or so students from our building. With a consistent basis we have many parents walking and dropping off our kids to school and the same after school. When it comes to the term "neighborhood school" Central really personifies this description. We have families that have moved within the district but out of the Central boundaries and try to fight and see if they can continue at Central Elementary. They have loved this neighborhood and smaller school feel. Our families are involved when they can and we have tremendous attendance with our parent teacher conferences. Our families are very supportive of our school, teachers, and our overall school community. The student population can best be described as a family atmosphere at Central Elementary. The older population of students consistently help on the playground, getting on buses, in the lunchroom, etc. to support our younger friends.

Throughout the years we have made it a point to involve our parents and families at Central Elementary. We schedule our parent teacher conferences individually with each parent scheduling a time. During the year we have a variety of events to include our families and school communities. We have an open house at the beginning of the school year and a couple curriculum nights scheduled throughout the year. We have a number of events supported through our Parents and Teachers for Central (PTC) organization. This parent led program schedules skating parties, community fundraisers, daddy/daughter dances, family night at sporting events, and community gatherings. Central Elementary also has a student council and school improvement team which helps sculpt and organize building events throughout the year.

Our building also practices MTSS (Multi-Tiered Support Systems) which includes our PBIS (Positive Behavior Intervention Systems) system in our building as well as our academic support structure, this overall program is research supported for best practices. PBIS has helped us build an even tighter community feel as our students have the same expectations to Be Safe, Be Respectful, Be Responsible, and Be Kind. Central Elementary has been a standout at Grandville Public Schools in providing better academic results for our kids. Uniquely our building has made a large turnaround from a school that was at one time a focus school in the state of Michigan with lower test scores. Our teachers have worked very hard and implemented newer or different to grow all of our students. The teachers work to know much more about each of their kids both socially, and academically has proven to be a unique success at Central Elementary. Our teachers are phenomenal at identifying specific parts of learning where each of our kids need growth or can be supported. Our students and families are very invested in their growth and driven to succeed and this is in large part to our great community connection as well as our drive to successfully implement a great academic program for MTSS.

Overall Central Elementary is a tremendous neighborhood school that provides a great family sense for our community. Our staff, students, family members, and community members are shining stars connected through our daily interactions. Our school community provides an amazingly safe place for all of our kids. Central Elementary is grateful for our families, our location, and our incredible partnership with our local community.

## **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 Central Elementary our overall approach is to reach all of our kids and grow them academically in all areas. We closely follow our district leadership curriculum to maintain consistency. We have a balanced approach that encompasses knowledge, skills, application, real world experiences and critical reflection with a data driven instructional design. Our building follows rigorous national, state and local academic standards. Throughout this process we follow differentiated practices to support all of our learners. We support this with each of our learners to address our diverse learner needs.

Central Elementary uses innovative instructional practices that are researched based. We use positive student engagement and timely feedback for our students and parents. Our classrooms have integrated technology throughout our lessons. We do this as both learning and application tools which also serves as a great method of communication for our families. Our technology approach to our teaching in the classroom also provides a great resource and learning tool in preparing our students for our ever changing world. We have a solid understanding of our student population and how we can fulfill his or her academic promise. We know that each child and each situation provides some uniqueness and we meet our kids where they need to be met.

We use national and state standard assessments along with local assessments to continually assess our learning of students. We are driven to look at our individual students' data. We use our standardized assessments like NWEA MAP, M-STEP, and Acadience (the original authors of DIBELS) along with local assessments to specifically differentiate our learning in subjects to support our students to reach their highest potential. Our assessments provide consistent feedback for us to look inward on our instruction as well as being able to drill down specifically to each of our students' needs.

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

Central Elementary follows the Reading and Writing workshop model for our ELA instruction. Within this structure we have had training in Unlocking the Literacy Code which has been an instrumental support in growing our students. Within the structure of our Reading and Writing blocks we have multiple ELA strategies we work on in each classroom. As a building we are committed to 90 minutes a day to Reading and 60 minutes a day to Writing. We have those blocks built in our building schedule for each classroom.

Our Reading is broken down into two sections each day. We have Foundational Skill Instruction for 30 minutes a day and our Reading Workshop for 60 minutes a day. Our Foundational Skill Instruction of 30 minutes consists of our URC (Unlocking the Reading Code) Instruction. (This is the acronym in which our district refers to our overall learning of Unlocking the Literacy Code.) The URC instruction is based on teaching the 44 sounds of the English language. This is a comprehensive program that is utilized at all grade levels and includes all areas of literacy including phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Unlocking the Literacy Code can be broken down into specific skill sets. We teach this at Central Elementary in a general format with early grades learning the phonics as well as the six syllable types. In all grades we unlock the grammar code and spelling through phonics, syllable types, patterns etc. including upper grades instruction with latin and greek roots.

As our students at Central have a better understanding of how our English language is put together, we have seen improvement in our literacy scores across the board. This includes fluency and comprehension. Our most notable improvement is in the upper grades where we now have few students that need intensive intervention (Tier 3). We credit this to the solid foundation that is built at the lower grades that allows the upper grades to excel.

During our 60 minute of time for Reading we follow the general format of a 5 - 10 minute mini lesson, followed by 25 - 40 minutes of Independent Reading. During this time our students will be working in a variety of ways. They will be working in strategy groups, guided reading groups with adult support, and conferring. Our teachers are facilitating these groups and conferring with students throughout the classroom. We have a mid-workshop interruption for a couple of minutes and then follow up with partnership reading. There they will have strategic groups and will confer with their peers and partners. Finally at the end of this time our students will have 3-5 minutes of shared time to wrap up our reading portion of the reading workshop.

Much of our assessing is done within our conferring time in small groups or one on one. Teachers ask specific questions about their fluency and accuracy. This includes comprehension understanding of the reading as well. Our small groups and conferring is a very consistent way for us to assess our student learning. Our questions are intentional during our conferring time which makes our time more purposeful. Much of our assessing is also done using the Acadience assessment 3 times a year and then following up with mini assessments for students in small group to support them in the area of needed growth. This is a large part of our Tier 3 intervention system and data collection to inform our teaching.

During our writing workshop and window of time we designate another 60 minutes to writing. We follow the same workshop structure for reading where we provide a mini-lesson for 5-10 minutes followed by independent writing for 25-40 minutes. During the independent writing time we confer, have strategy groups, and guided writing. We follow reading with a mid-workshop interruption followed by partnership writing. Our partners work on conferring together with some peer reading and editing within groups. Each of our groups are built strategically and teachers are supporting groups throughout the classroom. We work on being purposeful with our learning targets, mini-lessons, and outcome expectations in writing so we are providing clear structure for our students to write. We offer local assessments on writing as well as our consistent time of conferring with specific feedback to support our learners.

### **1c. Mathematics**

Central Elementary is newly involved in the enVision Math program from Pearson. We use this program to support our common core standards for Mathematics in the classroom. Each grade level plans their pacing guides for the units they are covering. We have dedicated in our building wide schedule a 60 minute uninterrupted Math block in each classroom. Each of those follow our essential standards identified for each grade level done with extensive district wide consistency. The daily lessons consist of 3-Act tasks used within the classroom teachers "I can statements" for each daily objective. Within each of our daily lessons we facilitate meaningful Mathematical discourse to yield problem solvers and collaborators. We do this by posing purposeful questions and building procedural fluency from conceptual understanding. During this time we are supporting our struggling learners and looking for student feedback based on evidence through formative or summative assessing.

While working with our students we provide a differentiated approach in our classrooms providing small group instruction supported by assessment data. Our small groups are ever changing and being tweaked to reach the needs of each of our students. We provide support in the way of Math interventions in the classroom as well. This is done both in and out of the classroom. Our building goal is to provide push in support whenever possible to support our learners within the classroom. We identify our students who need tier 2 or tier 3 instruction based on our NWEA MAP assessment as well as our local assessments from Pearson. This instruction is scheduled and supported during small group math instruction time. Our support is done with the involvement of one of our building paraprofessionals or sometimes a Reading and Math Instructional coach.

Throughout each unit we use the grade level readiness, grade level topic and all year cumulative assessments. The local assessments along with our NWEA MAP help us identify particular strands that can support better learning in the classroom. As we meet Tier 1 instruction, Tier 2 instruction, and Tier 3 instruction are discussed using the local unit assessments in comparison with the NWEA MAP score (done 3 times a year) to improve our instruction.

Throughout the course of the school year we provide professional development for district grade levels to communicate on math instruction. As we are a one section building we are unique when it comes to our grade level communication. Within our building we work as teams in our monthly staff meetings to support practices in each classroom for Math to grow our students. We spend time comparing math units, scope and sequence plans, formal schedule of small groups, instructional practices, I can statements, and assessment data. Our math instruction includes rigor and is fully based on problem solving and creating thinkers. During our professional development and data meetings we identify tasks throughout the classrooms that promote reasoning and problem solving for all of our kids.

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

Our science curriculum we follow for our school and district wide are the NGSS (Next Generation Science Standards). The resource we use to support these standards is Mystery Science. With our standards we work to include a lot of thinking, problem solving skills, and including all areas of science. Throughout these skills we are sure to provide our students with a lot of hands-on experiences to incorporate our tactile learning styles for our kids. The curriculum is built and aligned to a topic, performance expectation, science and engineering practice, disciplinary core idea, and crosscutting concept.

The format of teaching science is very much inquiry based. Each unit begins with large concept questions like "How do boats find their way in the fog?" We use this beginning question to facilitate thinking for our students initially in the topic they are learning. Students are given some information about the topic or core ideas. After the information has been shared and taught our students will then have a Scientific and Engineering Practices task. This task would have them doing some sort of investigation, or experiment to test out their thoughts or hypothesis which begins with obtaining information, doing an investigation, and analyzing their results. Once they work through this process at the end they connect their experience with facts shared and other general science topics. This format really supports the problem solving theory of scientific work and helps grow their ability to process science.

In regards to assessing our student knowledge we do this consistently throughout our Science learning process. As said previously our curriculum presents many opportunities for our students to explore their learning. Through the Scientific Engineering Practices our teachers provide feedback and are assessing students with formal assessments by asking scripted questions that yield high thinking results. Those many formal assessments throughout the scientific learning in the classroom grows our thinking skills. Our summative assessments are done locally and provide more of an open ended opportunity for our students to answer. These assessments are designed to create larger scale thinking where our assessments are built to bring out critical thinking of science opposed to fact memorization. We also have a standardized assessment given through the state in the M-STEP that is given to our 5th graders. We use the data from this assessment as well to identify any gaps in our current instruction.

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

Central Elementary follows our district curriculum practices for Social Studies. Our social studies curriculum follows Michigan's Social Studies Grade Level Content Expectations (SSGLCE). This content provides our students to think and act as historians, geographers, political scientists and economists. The goal of our content in Social Studies is to create responsible citizenship in our students which is emphasized, outlined, and embedded in each of our Social Studies Units. The content is intent on teaching disciplinary knowledge, thinking skills, democratic values, and citizen participation. In our district we have created working documents for each grade level that identifies a unit topic connected to our standards. Each outlined curriculum document then produces essential questions along with text & resources and a writing topic for each week as part of the overall unit. This developed structure is followed throughout Central Elementary.

Throughout each lesson we develop a graphic organizer that then develops a visual path for our unit and learning. This is followed with some big ideas connected to citizenship, democratic values, and overall geographical knowledge. Those big ideas and concepts are used to develop critical thinking, problem

solving and learning activities to connect their learning. We do activities that include large group projects that engage in investigative social studies questions, socratic question groups, writing with opinions and facts on public issues, and participating in community events that connect to citizenship. We also participate in many community events locally including field trips etc. to connect our learning of civil responsibilities and processes in our own community. In our social studies curriculum it is also crucial that we include word vocabulary in our learning which is an essential piece of our social studies learning. We wrap up our units with local unit assessments or large group projects assessing our students' familiarity with the large variety of social studies concepts that build toward producing responsible citizenship.

We are afforded the unique opportunity to provide real learning and experiences from walking field trips. Our location provides some great relevancy in our social studies learning. We are also able to combine our learning with different seasonal and yearly themes like black history month, Martin Luther King day, constitution day, along with many others. Overall our success in social studies is measured in one standardized assessment in the M-STEP that is given in 5th grade. This assessment along with our local assessments gives us data to analyze our success. We use this information to tweak/adjust our instruction. We are very intentional with our time as we try to include as much of our social studies learning in conjunction with our ELA as the two seem to work well together and create classroom efficiency, relevancy, and a cross curriculum approach.

**1f. For secondary schools:**

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

Central Elementary currently has one section of a tuition based Preschool in our building and we have 4 half day sections of Early Childhood Special Education (ECSE). Our ECSE is a classroom that consists of 3 year olds up to 5 year olds that qualify with a disability and educational support in our school setting. Over the years in our district there have been some changes with our preschool programming and the number of sections hosted at Central. Some years we have had Great Start Readiness Programs and other years our districts Tuition based preschool. However, our curriculum has remained consistent where we are supporting our students using Creative Curriculum. This is the same Curriculum we use in our ECSE program as well. Our ECSE classroom works closely with our Preschool room at Central Elementary in providing inclusion opportunities for our older friends within our ECSE classrooms.

The creative curriculum provides a whole child approach to teaching our children. There is a large focus on math and literacy skills which helps develop our kids appropriately in preparation for Kindergarten. The program also provides social-emotional, physical, and cognitive skills necessary to communicate. These tools are taught to help our kids think both critically and creatively to solve complex problems. Our preparation for these kids is to provide them a good academic base as well as a social emotional base to find success at the next level. Our curriculum for Math and Language Arts leads our kids appropriately into our Kindergarten classrooms throughout the district.

Our ECSE program provides many experiences with multiple supports built in to the school day. Our students in this young program have a variety of needs for support including speech support, occupational support, physical therapy support, and even emotional support. We use our curriculum and adapt to all of those needs each school year. We push in support for speech, OT, PT, and Emotional with daily lessons including those skills in learning. Our classroom curriculum is outlined with gross motor activities and intentional learning that provides the proper communication with multiple visual and verbal cues. We use this curriculum to support our students who at older ages are moved into more general education settings within our building pre-school. Following this we have our students moving into a variety of different programs throughout the district including our Young Kindergarten, Kindergarten, and some self contained programs. Our curriculum is very differentiated with these classrooms but the content is connected to all programs our students will be going to next.

## 2. Other Curriculum Areas:

Central Elementary offers a variety of learning methods for our non core curriculum. Throughout the week we offer one different specials class per day. For two days a week we have 30 minutes of Physical Education with all of our students. We offer Art class once per week for 40 minutes for each of our grade levels and Music is offered once a week for 40 minutes as well. During the week we also offer 30 minutes of Library/Media time to our students. Our specialist teachers follow state and district standards while planning their classroom instruction. Specialist teachers partner with all of our classrooms throughout the building to try and incorporate current learning in their room to maintain relevance for our kids. Our specialist teachers provide events and activities that go beyond the school day that include a display of what they have learned. Our P.E. class puts together a field day of activities where students get to actively participate in a full day of school of outside physical activities. We also display all of our Art projects throughout the building that are connected to the learning that our students are doing in the classroom. Our Music class has performances scheduled throughout the school year to display their musical talents and learning. Our library stretches throughout our school year and extends at times in the summer as we have and continue to try and provide that access to families who may need it. Our Library serves as a great resource for our community to support reading.

Our Music program that has a complete curriculum provides learning for our kids to basic music theory of music which includes the integral parts of reading sheet music. Students participate actively in singing and movement throughout the classroom. There is some learning of a variety of percussion instruments where students get their first taste of musical instruments in the school setting. Our students at Central Elementary are provided an opportunity to learn important parts about musical beats and harmony as well as how to work as a team to musically perform. Each of our grades have an opportunity to perform in a public setting at our High School auditorium and display their singing, movement, and musical knowledge for our community. Our 6th grade students actually begin their adventure into instruments much further as they have opportunities to participate in Orchestra, Band, or Choir during the school year. These students are bussed to the middle school where they are given the opportunity to further explore their musical interest on a more consistent basis.

Our Physical Education program is built to provide our students a safe place to explore active and healthy activities. Our goal in physical education is to create motivated physically active students who will carry this practice into their life outside of school. However, we provide more than just the physical activity practices as we also coordinate our PBIS behavior standards in our classroom while teaching our students how to interact socially and appropriately. Many of those situations occur in our natural settings of games played in the physical education classroom and we are very intentional to provide positive behavior support as well as consistent learning practices to grow our kids emotionally as well as physically. We culminate all of our learned skills for a healthy lifestyle by providing a field day at the end of the school year where every child gets to participate in outdoor physical activities to display their skills. Throughout the school year we also provide some learning for our kids on healthy lifestyles by having “Wellness Wednesdays”. We dress up in fitness/exercise clothing and share information about healthy lifestyle choices in the classrooms which include healthy food choices, healthy activities, and healthy habits.

Our Art instruction introduces our students to a wide range of art activities throughout the school year. They are exposed to drawing, painting, mixed media, clay, and some art history. During this time our students are encouraged to be creative and intentional to explore and learn art for its full potential. Our kids have many works of art that are displayed in our building. Students learn new levels of art each year with a plan to grow on their knowledge from the previous school year. Our Art curriculum works to connect to our classrooms by providing projects or assignments that are tied to their current learning like during black history month, constitution day, etc.

For our library and technology we do each of these in combination with our classroom teachers and paraprofessionals in our building. We provide much of our technology and media within the classroom with each of our teachers. Our teachers incorporate technology standards identified through the state of Michigan technology standards. Our teachers are consistently providing learning in regards to online safety and security in regards to safe searches and a responsible online presence. We reinforce the importance of a

responsible digital footprint and the downfalls of negative information online. Our students also work with our paraprofessional within the classroom with their keyboarding skills. This same paraprofessional supports our classroom with their library interactions. They spend time learning library skills, checking out books, pulling and using books for research topics, and growing their independent reading skills. Our library time is used in conjunction with the classrooms to support the learning happening. Much of the time our library will also work to support our interventions building wide. This is beneficial in regards to scheduling interventions with our students to be sure we have the opportunity to expose them to as much literacy as we can within the context of our classrooms.

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

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

Central Elementary has a very robust Intervention program. We are a title 1 building which provides us some additional support financially which is beneficial in the support we provide our students. However, we can say without question that the financial support itself doesn't make the program, it has been our structure, process, and hard work of all staff members that have helped make our success. Our building does an exceptional job during our data meetings (benchmark meetings we call them) to identify our student needs, teacher needs, and classroom needs to ensure success for all of our kids.

We meet minimally every 6 weeks to look at our data. We have an initial meeting after our baseline data from the fall ACADIENCE (original authors of DIBELS) and MAP assessments. Our meeting consists of a large team of folks where we meet with the classroom teacher. Our group includes our reading/math specialist teacher, our special education teacher, our school psychologist, our intervention support paras, the principal, and our social emotional support teacher. We follow a rigid format that is supported through the process of MTSS (Multi-Tiered Support Systems). Our process has a documented form where we create classroom smart goals for Reading and/or Math based on the data results. These are important parts of our Tier 1, Tier 2, and Tier 3 intervention. The goals are based on our data and help us with instruction at all three tiered levels. After goals are identified for Tier 1 classroom instruction we dig deeper into individual student scores to identify some of our students who could use more than just the Tier 1 instruction. After looking at data we identify needs for individual students with Tier 2 and Tier 3 instruction. With those needs we identify instructional plans including small group instruction with 3 week assessment data to check in on student progress. The intervention comes during either small group time or other parts of the scheduled day to try and double or triple dip our exposure to the curriculum for these kiddos. We don't run interventions during Tier 1 instructional time. The reading/math specialist works mostly with our Tier 3 kids as well and directs the planning and support for our Tier 2 and any additional needs for Tier 1 instruction.

We also have implemented the use of ULC (Unlocking the Literacy Code), however we often in district refer to it as URC (Unlock the Reading Code) and this tool has helped tremendously in our Tier 1 Reading instruction. This tool along with our robust intervention process has helped decrease our numbers of interventions in our older grades. That includes an increase in their data and assessment scores throughout the years, which has brought us a good indication of our systems success. Our system that includes intense understanding of each child's data, a strong Tier 1 instructional approach, a strong MTSS, as well as amazing staff who care deeply of our students' success has been very affirming. Central Elementary has made great gains in helping grow our students and this is largely due to the large hearts of our staff as well as intense detail to the assessment data as well as the emotional state of each and every child.

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

At Central Elementary we tailor our instruction to meet the needs of all of our students. We work to differentiate each of our lessons to be sure we are reaching the needs of all of our kids. In regards to our students who are above grade level we are involved in our district program of IMAGE (Identified Member of Academically Gifted Education). This program is a pull out program for academically talented students in grades 3-6. For our students in grades K-2 we differentiate their instruction and challenge them individually. In regards to IMAGE we use our MAP testing as our baseline assessment. We also have a nomination process for teachers, principals, or parents to complete if they feel their student or son/daughter

would qualify or be a good fit for the program. After the nomination we look at their MAP score to see if they meet the initial cut score needed. If they meet that criteria we have another test. We have the InView abilities test to see if the child is a good fit for the image program. For our K-2 instruction we use our data meetings (which are done every 6 weeks of the year), fall, winter, and spring scores from standardized tests, along with local assessments to challenge our kids. This differentiation is teacher supported and directed to meet the needs of our above grade level learner.

The IMAGE program offers our students engaging units that really challenge them. The program includes projects that incorporate higher level thinking skills and research. IMAGE gives our high achieving students an opportunity to study independently in self-selected areas of interest as well as interacting with other students of similar interests and abilities. The pace for IMAGE is accelerated and the greatest emphasis is placed on challenging the students in the areas of higher-level thinking, research skills and technology. Students are bussed to another location in our district for 1.5 days a week where they connect with an IMAGE teacher and other peers.

Overall throughout our building at Central Elementary we rely heavily on our teachers differentiating in the classroom as well. We use our data team process and designate significant time at both staff meetings and our scheduled data days to meet our kids where they are. Through this process we are able to easily identify our students who need to be challenged and then work as a team to discuss and communicate what teaching and learning tools we can provide our above grade level students. We have had some students working in the Math block in the class a grade higher, we have had students working in small groups on more challenging and higher grade level material, and we have had students part of our IMAGE program. We are constantly working to address the exact needs of every child and we have seen our above grade level students continue to perform above grade level through this process.

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

Our special education program is provided to students who require special education intervention. We have a full complement of diagnostic staff personnel in order to conduct individual student evaluation and provide support service to students, teachers, and parents. We have a building and system process that we use for our students who need support in our SST (Student Support Team). This system serves as our process for identifying all possible supports we can put in place to give our students the most success. Through this process we sometimes identify a student that may need the support of special education due to a disability as defined by our state guidelines. We then go through individual evaluations, tests, and data collection to determine if that particular student has a defined disability and we then support them with an Individual Educational Plan (IEP).

Our ultimate goal as a building and district is to have our students mainstreamed and immersed in the general education curriculum as much as absolutely possible. We identify our student's needs based on their IEP goals and we work to accomplish those goals the best we can within the general education curriculum and still supporting the child to be an independent learner. We provide a variety of support with our school social worker, classroom special education teacher, speech and language therapist, Occupational therapist, etc. Each member of our IEP team that is servicing our student works to accomplish their student's goals. We spend time within the regular classroom pushing in support when we can along with small groups outside of class to continually provide a positive peer group and learning environment.

Our building meets regularly (every 6 weeks) to go over student data. Included in this data are our special education population students. We don't separate that data for our teachers. We look at the data and if there are students who are not performing at the needed grade level we discuss Tier 1, Tier 2, and Tier 3 strategies to support them. In the case of our special education population we have the opportunity to provide more Tier 3 and Tier 2 instruction to support them individually. However, we are very aware that the Tier 1 instruction (the whole group instruction) is very important and our special education students are not missing any of the Tier 1 instruction in the classroom. If we schedule small groups or pull out time for our Special Education population it is scheduled during natural differentiation time in our classrooms so all our students get the instruction needed. Our special education students get more support in smaller group settings, with a better adult to student ratio, and a teacher that is working specifically with their individual

goals to help with success.

Overall at Central Elementary we have seen our number of qualified kids for special education decrease and our scores have shown growth over the years. We work very hard to ensure we meet our kids educationally and emotionally while still keeping them on track academically to be successful. Our Tier 1 instruction along with our approach to Intervention as a building has really worked hand in hand with our special education team. This has helped us grow the results of all of our students. Our special education staff members have done an amazing job working with our families and growing our students' academic ceilings.

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

Our ELL program at Central elementary is designed for non-native English speakers who have difficulty with English. This program provides instruction to help students succeed in academic subjects and learn English. Our goals in our program is to increase our English language proficiency and meet academic achievement standards for grade promotion and graduation. Within Central Elementary we also strive to communicate well with families and meet their needs with home communication and material they need to see in their home. Our ELL program can be quite diverse with the different languages we service and is continually changing each year.

Our ELL providers work with our kids both within the context of the classroom as well as pull out at times. We identify the needs of our students based on their WIDA scores and NWEA MAP. We identify the grade level of english proficiency and we use this information to determine the amount of instructional support we put into place for our ELL students. Once we determine their ability in english level speaking as well as determine their native language we create an individual plan for our kids in regards to support in the classroom. This plan is shared with the classroom teacher and scheduled for interventions both within the classroom and out. Our students will typically get help in the regular classroom assignments and materials given to our kids. We work with them on basic english skills and again we meet them where they are. We work through all subjects to support their understanding of what they are working on. Each year around Feb./March we reassess with the WIDA to determine our level of our ELL students which is more data to help us adjust our instruction. Our ELL providers also work with our classroom teachers to have all communications or documents that need to be shared at home are available in the family's native language. That helps keep the teacher and family relationship positive and fluid.

Overall we have an ever changing need for the number of ELL interventions and the different languages we are working with. We are in close contact and have a great working relationship with a local company that provides us interpreters on a regular basis. We use those folks for needed parent communication including things like open houses, parent teacher conferences, IEP's, etc. Our biggest focus for our ELL students is to immerse them in our curriculum with as many tools as possible to support them and they can continue to grow within that curriculum. We also have a large emphasis on making sure the family and school relationship is strong with clear communication that is readable and helpful for our families.

**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:**

Central Elementary does a tremendous job engaging our students to support their growth in all aspects of learning. We have building wide MTSS (Multi-Tiered Support Systems) in place to help support our academic side of learning. As a part of our MTSS practices we also have a building wide PBIS plan in place that helps us grow our students socially and emotionally. We have an assembly program scheduled throughout the year that addresses many social and emotional topics. Throughout the year we also have a variety of activities for our students to participate and connect with their peers along with our adults to keep school fun and engaging. We create opportunities of relevance in our classrooms connecting our curriculum with walking field trips within our own neighborhood communities.

In regards to our MTSS approach we are able to support our kids both academically and emotionally with many interventions and intentional instruction. We communicate student assessments results, areas of growth, and areas of strength to our students' home which keeps our parents involved and our kids know we are all working together to grow their learning. We incorporate other organizations within our school to enhance their learning experience and opportunities. Our PBIS system also encourages positive behavior along with with data to help us intentionally connect and recognize all student behaviors. We recognize our students regularly in this program that connect to Being Respectful, Responsible, Safe, and Kind. To be sure we are in tune to what those social and emotional needs are we assess our students three times a year. This assessment is used as a check-in and see where they are both socially and emotionally. With this information we then create activities, celebrations, goals, etc. to help improve the data in those areas. I would also say our staff is very connected to our kids and everybody knows everybody. They jump in to help all kids equally and our students take note of such a caring environment and it is very motivating.

Throughout the school year we are also available for our kids emotionally. We greet our students outside of the classroom daily, we are connected with all of our families, and we high five them at the end of our days before they go home. We have activities throughout the year like dress up days, student council led activities, playground chalk art competitions, March is reading month calendars and activities, and Homecoming celebrations etc. We have had a contest when the students get to vote on the Principal's silly Christmas suits and reading goals for March is reading month. We get to do things like dress the principal up in a chicken costume, or have the staff do an egg roulette assembly, etc. Our kids love our laughter and we provide many opportunities for this throughout our year with silly announcements even down to the exciting celebration and announcement of everybody's birthday along with a birthday pencil. Our connection with our students has to be one of the biggest motivators for all of our kiddos.

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

Central Elementary is very true to the word of a neighborhood school as we have a tremendous amount of involvement and support from our families and surrounding community. We have different opportunities that we have hosted in our school to bring our school community into our building and have connected with them outside of the school as well. Our PTC (Parents and Teachers for Central) is a strong group that is very involved with our school and we have a tremendous relationship with our local government (City mayor, police department, and fire department). We also provide a solid communication chain with our families that includes important updates on new initiatives and successes within our building.

During the year we invite families into our building at different events like open house, a curriculum open house for our reading program, a STEM night, Parent activities with their kids events, school parties, etc. We also invite our parents to our assemblies that are done once about every 5-6 weeks throughout the year. This of course includes our PTC which creates events for our parents and families to be involved. We work together on planning fundraisers and family events/activities. We have teamed up for things like breakfasts with superheros where staff dressed up as superheros and served breakfast to families. Family Movie nights within our building on Friday nights with a big screen, pizza, and some blankets to watch on the gym floor. These along with other activities like skating parties, daddy daughter dances, etc. all are family events where

our staff, parents, and students connect.

We use our own community quite well where we use local government and the advantage of our firehouse and police department next door to extend our learning and community connection. Our local police department and school resource officers are in our building all the time saying hello, handing out popsicles on warm days, being part of our assemblies, reading books in classrooms, etc. During reading month in March we bring in guest readers throughout the building which includes our local firefighters, police officers, our city mayor, and others from the community. We have male volunteers from our community (firefighters, grandparents, and other community members) that help out on the playground as just people to connect and play with. They are on the playground just throwing the football around or playing gaga with our kids etc. Our local community is also very visible to our kids as we do walking field trips throughout the year which keeps our community connected.

Central elementary also maintains a very positive communication chain with our families. We have a parent run facebook page by our PTC that supports public posts of events and activities happening in our building. We provide a school website as a simple communication tool for all of our parents. Throughout the year we send weekly e-mail communications from the principal and office of Central Elementary that communicates all calendar events happening and coming up, including important information for families to know. We distribute a monthly newsletter as well from our building that includes communication about many achievements, celebrations, calendar dates, building updates, etc. for all of our programming. Our newsletter also contains updates from our PBIS Team, our Reading Specialist, and our Social Emotional Leader. This along with our consistent classroom communication that is done through local blogs, google classrooms, or facebook pages really keeps our families abreast of what is happening at Central Elementary.

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

Central Elementary has an incredibly positive learning and professional culture. The building is best described on so many levels as a family. We are all supporting each other throughout the year and working diligently to do our best for our kids. We provide a consistent professional development plan throughout the year, as well as a very involved staff with committees and school improvement teams that help lead the building. Our building's collaborative approach is refreshing and helps create work bonds and friendships which enhance our development. Our staff laughs often in and out of school including team building opportunities throughout the year. We take advantage of celebrating positives with each other throughout the school year with each other.

Our professional development is part of each of our staff meetings at Central. Each meeting is structured with a goal in mind that matches our beginning of the school year goals determined by our school improvement team. We use our valuable time wisely to build our capacity as teachers and provide professional development on Reading, Math, Science, Social Studies, and Social Emotional Learning throughout the year. A common practice throughout our building is if teachers go to a conference or a professional development opportunity outside of the building they come back and share that knowledge with our staff. We are very much teacher driven within our structure of professional development.

Central is teacher driven and collaborative in our approach as well as we have many different committees and teacher teams within our building. Our collaborative nature is quite evident in our Benchmark (data) meetings as our team pushes each other with tough questions and really drives each other to make that positive impact and change in their classroom. Along with our collaborative and teacher leader approach this means our teachers are very willing and are a part of many committees which can be challenging as a one section building. This is evident throughout our building meetings as we have time designated for these groups to share out in regards to our PBIS team, School Improvement Team, our Reading Team, and our building Communication Team. Our building is really driven by our teachers' learning, along with their leadership and collaboration which helps create a very positive team.

Central Elementary also has a practice to share positive notes throughout the school year. There are written notes encouraged and available to write positive things to each other throughout the year. This also includes our P.T.C sharing positives with our teachers during teacher appreciation week as well as during busy

calendar times like parent teacher conferences etc. The building principal also has done things to recognize and thank all staff for what they do by creating a traveling barista of a variety of coffee, hot chocolate, tea, etc. choices along with donuts during arbitrary school days with the principal delivering throughout the building. The building has a weekly treat schedule for the staff lounge that folks bring in treats for all staff. The building also has created “exercise” events that are shared throughout the year where staff gets together after school for a bite to eat, or to staff member houses etc. throughout the school year. The Central Elementary staff also takes advantage of many laughter moments with jokes and funny moments available at every staff meeting, group gathering, and professional development experience. The staff is very much like a family and is connected in so many ways.

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

At Central Elementary the leadership philosophy and structure of the school is very much a collaborative and team approach. There is a building principal and then a structure of many teacher leaders throughout the building. The principal works with the school improvement team developing goals, planning professional development, and creating structures for the school year. Within the building we have many teachers that take on leadership roles throughout the building including heading up certain committees. Through the collaborative process all of the voices are heard and are a welcomed part of information to help in the decision making process.

Central Elementary provides a strong opportunity for all staff to be a part of our leadership. Our School improvement team works with the building principal on building plans and direction throughout the year. Within our school improvement team we have folks that are leading in staff meetings about PBIS, Reading Plans, ELA Professional Development, and Social Emotional learning within the building. This is a diverse teaching team that covers all areas of our staff. Our intervention program is led by our Reading/Math Specialist. She plans lessons for herself and paras supporting tier 2 and tier 3 interventions, supports classroom teachers with material based on data, schedules interventions in a collaborative process, and provides/supports building professional development for Reading and Math throughout our building. Our student support team (SST) which meets to determine a variety of supports needed for students in a classroom is led by one of our teachers and support plans are determined with a team of teachers, interventionists, resource room teachers and the principal. The SST process is an important part of our support system and special education identification process. Each of these teams work collaboratively with the building principal and they are leading in front of their peers within the building.

These leadership teams work closely with each other and many are on repeat teams, including district level curriculum teams for a core subject area. They meet district wide within their teams and bring back information/communication with our building throughout the year. Our paraprofessionals are also part of our leadership as our student council advisor is a paraprofessional who is a large part of building activities and communication of things going on throughout the building. The basic structure of Central Elementary is one with a building principal and a number of staff including teachers and support staff members all invested in the growth of our kids and supporting our learning. However, the approach for our building is very collaborative in nature. The building principal is a part of all of this work with a voice, but it is very much driven by staff. There may be moments or situations that leadership decisions are determined by the principal or the Administration Office of the District, but for the most part the leadership at Central Elementary comes from within. The principal’s approach is to be there to facilitate and support the great work of great people.

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

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Central Elementary has been able to implement many things that have contributed to our success. However, one thing that I think sets Central Elementary apart is the work our teachers do and our structured process to our benchmark (data) meetings. We have a very systemic approach to looking at data including a structured script along with smart goals and action steps (MTSS). This process is very intentional with our staff having a strong understanding of how to dig deep into our data and improve our Tier 1, Tier 2, and Tier 3 instruction. We are able to be very specific using our assessment data. Each staff member comes out of a meeting with a usable and beneficial plan to improve instruction and results for our kids.

For our Benchmark meetings we plan to meet every 6 weeks throughout the school year with the first coming shortly after our initial building assessments with Acadience (author of Dibels) and NWEA MAP. We schedule two full days of meetings for 8 different classrooms. Teachers come into the meeting already having looked at and analyzing their classroom data. They come in with problem statements and smart goals in mind, action steps thought about, and small groups somewhat prepared. We have a full team of staff representing all areas of support and knowledge in instructional best practices in our building. We analyze data, create a summary statement about the data (specific with percentages etc.), followed by a problem statement based on what the data tells us. We create grade level smart goals, followed by instructional adjustments. After our instructional adjustments we create attached document strategies for Tier 1 instruction in the classroom (whole group instruction), and small groups for Tier 2 and Tier 3. We then schedule those small groups including instruction practices along with follow up assessment dates after 3 weeks. We follow the same process for the behavior side of our students using data from our SWIS (building reporting/tracking behavior) system. We also use an SRSS assessment that is completed by teachers 3 times a year where we identify social emotional struggles for students. We again create a summary, a problem statement, a smart goal, instructional adjustments, etc. We identify specific plans to help and support our students identified in our Tier 2 and Tier 3 areas struggling with social-emotional and behavioral traits. We create action steps and plans to put in place including our involvement of our Social Emotional Lead Teacher supporting this classroom and students.

We follow up with a meeting for 6 weeks out as a progress monitoring meeting. This meeting is a follow up and check in to see if we are seeing some progress, we are doing what we said we were going to do, or if we need to add/tweak some of our plans for those we were supporting. This progress monitoring meeting comes after we have some more local assessments and check-ins to see the progress and follow up with our plans. We then schedule our next benchmark meetings where we run through the same process as our initial benchmark. The biggest difference is teachers come to the meeting with an update on their goal (goal status) a new summary based on the last standardized test, which will be completed prior to this meeting (standardized assessment #2 of the school year). We look at instructional adjustments, identify if they have worked, change/tweak groups, analyze small group success, create new instruction adjustments, identify success of tier 1 instruction, etc. This process again repeats throughout the school year as we have another progress monitoring and then a final benchmark meeting.

Overall this structured process has had a tremendous impact on our students and staff at Central Elementary. We are able to critically assess our teaching and implement other teaching strategies to meet the needs of current students. Our staff has built an understanding that every year is different as each year the kids are different and we adjust our instruction based on what student data shares. Teachers are intentional in their Tier 1 teaching and knowledgeable on what the need is for their Tier 2 or Tier 3 instruction. This systemic approach along with the understanding of our social and emotional needs of kids has really been the staple of our school's success. This along with our smart goals, open communication with home, and flexibility has been our recipe of success. These practices create an incredible sense of empowerment for our teachers and gives them confidence that they can adjust and support any child that walks through their doors. They are amazing at what they do and incredible assets to the Central Elementary Community and Grandville Public Schools.