

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

[X] Public or [] Non-public

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

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

Official School Name Constellation Schools: Westpark Community Elementary School
(As it should appear in the official records)

School Mailing Address 16210 Lorain Avenue
(If address is P.O. Box, also include street address.)

City Cleveland State OH Zip Code+4 (9 digits total) 44111-5521

County Cuyahoga County

Telephone (216) 688-0272 Fax (216) 688-0273

Web site/URL
<https://westparkcommunityelementary.constellationschools.com/> E-mail keeneey.rebecca@constellationschools.com

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

Date _____

(Principal's Signature)

Name of Superintendent* Mrs. Rebecca Keeneey E-mail keeneey.rebecca@constellationschools.com
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Constellation Schools: Westpark Community Elementary Tel. (216) 712-7600

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. Daniel Ziemba
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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

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):
- 1 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 1 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	30	31	61
1	29	36	65
2	20	27	47
3	33	34	67
4	28	24	52
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
Total Students	140	152	292

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 1 % Asian
 - 9 % Black or African American
 - 29 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 11 % White
 - 50 % 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: 5%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2018 until the end of the 2018-2019 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	16
(4) Total number of students in the school as of October 1, 2018	323
(5) Total transferred students in row (3) divided by total students in row (4)	0.05
(6) Amount in row (5) multiplied by 100	5

6. Specify each non-English language represented in the school (separate languages by commas):
Currently, there are no applicable students that categorize as non-English language.

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

7. Students eligible for free/reduced-priced meals: 63 %
 Total number students who qualify: 183

8. Students receiving special education services: 9 %

25 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>4</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>5</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>9</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>6</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</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: 8

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:

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 18:1

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

Required Information	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	94%	95%	95%	94%	95%
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.

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

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

Yes No

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school’s mission or vision statement.

Constellation Schools provides every child an opportunity to obtain an excellent education built on a foundation of character education for life long success.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

CHAPTER 4: STUDENT POLICIES

4.1030 Admission and Lottery Standards

The School is open to any individual entitled to attend school in Ohio pursuant to R.C. 3313.64 or 3313.65, except that admission may be limited to the geographic area and grade or age levels specified in the Community School Contract.

The School will not discriminate in the admission of students to the School on the basis of race, creed, color, disability, sex, intellectual ability, measures of achievement or aptitude, or athletic ability, provided, however, that the School may limit admission to students identified as “at risk” in the Community School Contract. Upon admission of a student with a disability, the School will comply with all federal and state laws regarding the education of students with disabilities.

If there are more applicants than there are spaces, a lottery will be conducted in the following manner: Each applicant will be assigned a number; The numbers will then be drawn at random; The first number drawn will be the first new applicant placed on a permanent waiting list and so on until all numbers are drawn; Applicants on a permanent waiting list prior to any lottery will retain their position on the waiting list; The school may separate the lottery and the waiting lists for each grade or age grouping; Students attending the previous year will have first preference for a position; Secondary preference may be given to siblings of existing students and students who are the children of full-time School Staff, provided the total number of students receiving this preference is less than five percent (5%) of the School’s total enrollment.

Students who reside in the district in which the school is located, will be given third preference.

R.C. 3314.06.

See Policy 2.1070 General Notice of Non-Discrimination, Policy 2.1080 Access to Equal Educational Opportunity, Policy 2.2080 Compulsory and Early Kindergarten Admission, Policy 4.1150 Enrollment and Residency Policy, and Policy 4.1160 Tuition for Out-of-State Students

Adopted June 28, 2018 & July 19, 2018

PART III - SUMMARY

Constellation Schools: Westpark Community Elementary resides in a 99-year-old building that has been repurposed, renovated, and revitalized to serve the many families from a diverse, urban neighborhood. As you open the doors and begin to walk through the hallways, you'll find former students' handprints painted on the walls, teachers, and administrators greeting students at the classroom doors, and happy children excited to start the day and learn!

Serving students and families for 18 years, our school provides a high-quality education that integrates more than the standard curriculum. Students learn and develop through character education, values, and self-discipline, along with the incorporation of 1:1 technology in grades K-4. Teachers and staff place a strong emphasis on the importance of school attendance, and addressing the social, emotional, and physical needs of each student. While our highly qualified teachers focus on specific educational needs, getting to know the whole child is a responsibility that every employee takes very seriously. Constellation Schools: Westpark Community Elementary opened in 2001 in the Westpark Kamm's Corners neighborhood and has grown to 292 students in grades K-4. This urban neighborhood is located in Cleveland, Ohio with a population of 18,513. Niche (www.niche.com) rated the school as the #1 charter school in the Cleveland area and the #2 charter school in the State of Ohio.

The demographics of Constellation Schools: Westpark Community Elementary shows that the school's population is more diverse than that of the immediate neighborhood. The school consists of 11% Caucasian, 29% Hispanic, 9% African American, 1% Asian, and 50% Multiracial; while the community demographics are: 82% Caucasian, 6% Hispanic, 5% African American, 3% Asian, and 4% Multiracial.

The school has 292 students; 67.2% of them are eligible for free/reduced meals. Our school's special education population is 8.6%. Our student turnover was 4.9% during the past school year, and the yearly student attendance rate is on average 94.8%.

The principal has been the administrator of the school for 8 years. She began her own academic career here as a kindergarten student, just 60 short years ago. The school staff includes 14 classroom teachers, 1 special education teacher, 4 Title I teachers, 3 instructional coaches, 4 paraprofessionals, 1 physical education teacher, 1 music teacher, and 2 student support personnel. Our average student-teacher ratio is 18:1.

The mission of Constellation Schools: Westpark Community Elementary is to provide every child an opportunity to obtain an excellent education built on a foundation of character education for lifelong success. The vision is to create an exceptional learning community, characterized by high expectations and academic excellence. The students gain the skills to become actively engaged life-long global learners, be responsible, and compassionate world involved citizens. Our families support their children and share the commitment to learning. They are welcomed members of our diverse learning community. Our teachers are inspiring, compassionate, and committed to the success of every student. Our leader provides superior service, in-depth resources, and support to engage the community and ensure the success of every student. Our Board of Directors guides our school in creating a culture of excellence. In our school, we believe all children deserve an exceptional education in a safe, caring, nurturing environment. We create a student-focused community of global learners where children excel. Our students are responsible, ethical world citizens, prepared for success in career, college, and life. To set the tone for the day, the students recite a character education slogan; "Remember we all have choices, choices have consequences, be smart and make the right choice." In addition, they recite 4 rules of life: always be the kind kid, always be the honest kid, always be the kid that makes good choices, and always be the kid that keeps your hands and feet to yourself.

Constellation Schools: Westpark Elementary School has developed and implemented multiple programs and initiatives (cultural food festival, black history month and world holiday activities) that encompass the holistic development of every child in the school. The differentiated, center-based, small group instruction focuses on individual, social-emotional learning, supported by a strong engagement of parents/families and community agencies that lay a solid foundation for learning that will be built on for years to come.

A vital learning community in a revitalized building, our school has been recognized by the Ohio Department of Education as a 2019 High Progress School of Honor. For the last 5 years, the school has ranked in the 90th percentile or higher of statewide gains in English Language Arts and Math performance. The school has also achieved the highest outstanding overall grade of “A” for the past 2 years. All of this is made possible with the extraordinary efforts and hard work of the staff, students, and families.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our school uses a rigorous, competency-based educational program which is aligned with Ohio's Learning Standards. The staff employs differentiated instructional practices and collaborative planning to teach the standards and ensure that all students are well-prepared for future college and career readiness, classroom assessments as well as district and Ohio tests. Each day is spent exploring the sequentially developed, research-based curriculum for grades K-4 with emphasis placed on higher-order thinking and mastery at grade level with targeted services for at-risk students. Educators use a variety of instructional methods to ensure that the individual needs of all students are met, to maintain student interest, and to challenge all students to strive for academic excellence.

Analyzing the data from formative and summative assessments (classroom, NWEA/MAP, and AIMSweb Plus) plays an integral part when personalizing instruction for our diverse students. Based on the data, teachers, specialized teachers, and aides adjust and refine their instructional practices to meet the multiple intelligences and learning styles of the learners. Students identified as off-track, are placed on a Reading Improvement and Monitoring Plan (RIMP) and are provided with specific interventions to address their needs. The on-track students receive challenging, rigorous instruction to promote the development of critical thinking. This is accomplished in single classrooms using instructional techniques, small and large group instruction, grouping by subject interest or ability, grouping by individualized instruction, computer-based instruction, cooperative learning, field trips, guest speakers, special presentations, volunteer and real-life experiences, as well as departmentalization.

Students are encouraged and expected to be active participants and citizens in their own learning taking advantage of after school tutoring, summer school, and learning labs to further their understanding. Families add to the multi-faceted, layered approach to creating lifelong learners.

1b. Reading/English language arts

The reading curriculum in grades K-4 is based on reading, writing, listening, and speaking skills. Students are exposed daily to reading fluency, vocabulary development, and comprehension skills, which are further practiced and strengthened. The students' strength in reading starts with a program taught in kindergarten called The Phonics Dance. We are firm believers that phonics is the basis for all good readers. In kindergarten and first-grade, the students "learn to read." The daily 90-minute reading block consists of three 30 minute sessions that involve small group direct instruction, independent center time, and 1:1 technology. Use of The Phonics Dance, differentiation of lessons and assessments, contextual literature, technology, and hands-on activities eventually leads to the formation and understanding of sight words and strong reading skills. In grades 2- 4, the staff believes students "read to learn."

A variety of anthology, literature novels, and non-fiction texts are used to promote lifelong readers. Fluency is emphasized through the exploration of poetry. Poetry is an integral part of building fluency across grade levels. Every student is exposed to a new poetry selection weekly. Students practice reading aloud to develop fluency, as well as performance confidence. Everyone is assessed on Fridays to track their fluency improvement. Exploring types of poetry is also an avenue to improving the quality of our students' writing as well as their fluency. Writing is a joy for students at our school. During a 2 week period, students complete 20 hands-on centers. One of the writing centers is titled, "You've Got Mail." Students receive and respond to personal letters from their teacher. Although the written response is meant to teach letter formation and writing standards, students only recognize it as a fun way to communicate with their teacher. Each letter contains specific questions and tasks for the student to respond to such as sequential order, predicting outcomes, and recalling details while using proper writing mechanics and letter formation. A variety of materials, such as colored paper, stickers, and markers are available to the students to add to the joy of writing to their teacher. Each student is thrilled to leave the center with their personalized letter and

knowing that the teacher will be receiving their own written response.

Over the last three years, all of these unique tools, for learning, have allowed the third-grade students to outperform all other 3rd grade students across Ohio. They have scored an average of 86% on the Ohio State Reading Test, in comparison to the state passage of 63%. Our third-grade students are scoring on average 23% higher than all of the third graders in the State of Ohio. This data shows that our curriculum, the small group instruction, the emphasis on fluency using poetry, letter writing, and The Phonics Dance prepares the students to be strong readers, speakers, and writers.

1c. Mathematics

The mathematics curriculum in K-4 focuses on number sense, operations, algebraic thinking, computation, geometry, measurement, data analysis, probability, and problem-solving. Students are provided daily with concrete, hands-on experiences to practice these concepts and to engage in discovery and investigation using various manipulatives to learn mathematical concepts that are presented in class. Students attend a 90-minute math block daily. The math block consists of three 30 minute sessions that involve small group direct instruction where differentiation of lessons and assessments are implemented to meet the needs of the individualized learner. The two additional sessions include 1:1 technology, and independent center time. The 20 centers are set up on a two-week rotation with activities that review and reinforce the previously taught concepts. The center materials are refreshed and updated every two weeks providing greater challenges and activities. When students work independently in centers the focus is based on real-life math skills. One center challenge gives the students a menu from a neighborhood restaurant, along with a specific amount of money they can spend. Their task is to purchase a meal without overspending. The skills needed for this center are adding, subtracting, money knowledge, and problem-solving. The denomination of the budgeted allowance increases over the course of the year as the student's skill level increases. Their final task is to illustrate their monetary change using 3 different combinations of coins and paper money. Students in fourth grade must also use percentages to leave their server a 20% tip without going over their budgeted allowance. This center teaches students the importance of math application in the real world.

Research shows that math facts are the building blocks for higher-level math skills. Students that memorize their math facts find it significantly easier and are better equipped to solve any problem faster and with greater mastery. In addition to the center-based, hands-on approach, and small group learning, Constellation Schools: Westpark Community Elementary also offers the students an online program called Splash Math. This program is in a game format that challenges the students with math facts, assessing and tracking mastery, along with introducing and increasing the fact levels. During the first year of usage, students completed 16,473 problems with an 86% accuracy rate over a 102 hour time span! Due to our outstanding accomplishments, the Splash Math developers have given the school the site license for free!

Over the last three years, the fourth-grade students have consistently outperformed all other Ohio students, scoring an average of 94% on the Ohio State Math Test, in comparison to the state passage of 71%. Our fourth-grade students are scoring on average, 23% higher than all of the fourth graders in the State of Ohio. Creating this all-encompassing, high interest, age-appropriate math program using compelling educational center activities has shown to be extremely successful in preparing our students for real-life mathematics.

1d. Science

The science curriculum in K-4 includes studies in life science, physical science, and earth science. The students are taught that science represents everything in the world around us. The curriculum includes an interactive online component allowing students access to topics which enrich their understanding and curiosity about science. The students work collaboratively to investigate and demonstrate understanding and knowledge of each concept and its impact on their world.

The Scientific Inquiry Model is used daily to develop the skills necessary to become scientific thinkers. Simple experiments promote imaginative, open-ended thinking, giving students the opportunity to draw conclusions and possible outcomes. This allows them to test the accuracy of their hypotheses. Through readings, the scientific method, virtual labs, and hands-on labs, students acquire scientific literacy and

develop a scientific thinking process. Project-based learning allows for a greater depth of knowledge while promoting collaborative problem-solving skills.

Exposure to organisms teaches responsibility and recognition of living things. The school's pet tarantula teaches students tolerance and understanding of the needs of living organisms. Students feed this animal, clean its habitat, and learn to protect its environment. These interactions help to eliminate preconceived notions (fear of spiders) or biases and replace it with an understanding and new way of thinking about unknown elements in the world. This skill fosters greater understanding and the ability to interact in new ways in and outside of school.

Our school develops a lifelong appreciation of science in all facets of life. The staff supports hands-on, curiosity-based instruction allowing students to actively seek answers, apply the scientific method, and use procedures that build a foundation for "aha moments." This drives the students' natural curiosity to explore and enrich their lives. It creates a pattern of logical thinking to seek reasonable answers to future questions.

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

Social studies focuses on the relationships in students' lives with families, friends, teachers, and neighbors. Students learn people have varying lifestyles, live in different, unique places around the globe, and help care for the world. Getting along with classmates, following school rules, identifying and appreciating the uniqueness of people, teaches students the basics of citizenship, geography, and economics in their community and world. They relate to our nation's history from the first settlements through the Industrial Revolution. The school's urban location gives field trip access to key museums where students experience classroom subject matter first hand. They experience pioneer life at the History Museum, and participate in reenactments of the Underground Railroad. One in-school program includes a "living wax museum" presentation. Students research famous Americans and orally present their papers while dressed as their subject. This project focuses on researching, writing, presentation, and speaking skills. Living the part of the historian allows our students to build knowledge of the past to better understand the future.

Incorporating current events and topics, the Active Newsela curriculum allows the students to participate in class and family discussions about topics of immediate concern, allowing them to experience the world on a personal, but global level. They learn the etiquette of discussion and debate, the importance of valid information and resources, while developing sympathy and empathy for global concerns. This deepens their understanding of their ability to impact the future at all levels, locally and internationally.

Our students scored an average of 94% on the state test. An interactive social studies curriculum makes concepts concrete for the students. This approach gives students the skills to be lifelong learners, researchers, inquisitive historians, critical thinkers, and innovative problem solvers.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Students in grades K-4 participate in physical education three days per week. Our physical education curriculum teaches students the importance and value of a physically active lifestyle. There are a variety of benefits gained through physical education: personal health, social skills, self-esteem, motor skills, good sportsmanship, fitness, and mental health. Through well-developed lessons and after school team sports such as basketball, volleyball, and kickball students combine cooperative learning with individual effort. They cultivate a true appreciation for the content as they prepare to be physically active members of a diverse society and are equipped with the knowledge and skills to be physically active over the course of their lifespan. The students foster joy in movement with an enthusiasm for physical activity. This comprehensive curriculum encourages the adoption of appropriate behaviors and skills that lead to healthy, active lifestyles enjoying leisure activities.

Instruction in fine arts teaches students to demonstrate how musical elements communicate meaning and emotion by playing, singing, and moving to music. Students recognize the use of music for various purposes by performers and listeners in a variety of cultures. They create music in simple forms to be performed with dance, drama, or in response to a work of visual art. At our school, they listen to and study music to recognize instruments, voices, ensembles, and musical forms. Application of this knowledge is used creatively with handheld instruments, bucket drums, and recorders. Students form and express opinions about music they hear in formal, informal, live, and recorded performances. Students are instructed in fine arts three days per week. They are also invited to participate in a school choir that practices weekly and performs three times a year.

Art, taught in the classroom by the classroom teacher, goes far beyond just arts and crafts. It emphasizes famous artists and masterpieces. Arts and crafts have a place in grades K-1, while artists and their styles are explored in grades 2-4. Artists like Andy Warhol, Van Gogh, and Georgia O'Keeffe are three examples of artists explored by the older students. Techniques, including watercolor resist, mosaic, and perspective are explored and recreated by the students. The students are taught to appreciate various aspects of art and its evidence in their everyday life.

Technology is taught explicitly and woven throughout our curriculum. John Dewey said, "If we teach today, as we taught yesterday, we rob our children of tomorrow." With this in mind, we offer every student access to technology daily through a 1:1 initiative. Students in K-1 utilize laptop carts in their classrooms. In grades 2-4, each learner has their own personal laptop. Every classroom is also equipped with an interactive SMART Board for additional hands-on access. A premade digital literacy course (created by Constellation Schools' Technology Integration Coaches) is instructed to every student from K-4. These pre-made units cover topics such as computer basics, appropriate technology handling, digital citizenship, and internet safety. The lessons are team-taught weekly by the teachers, along with direction from the building's technology integration coach. A wide array of websites helps supplement our core curriculum. These sites allow ongoing practice with keyboarding skills, language arts, math review, social studies, and science.

Library access is provided to all students. The school library is operated by teachers assisted by parent volunteers. Students have the opportunity to visit and check out books weekly. During library time, stories are read to the students and followed by discussions regarding story elements. Additionally, the school visits the nearby, local branch of the Cleveland Public Library through walking field trips. Students tour, learn about the services, and check out books. They are invited to participate in the library summer reading program. As part of this collaboration with the local public library, the school works to ensure that every student has the opportunity to have their own personal library card.

3. Academic Supports:

3a. Students performing below grade level

Students performing below grade level are assessed on academic strengths and gaps. They receive specialized support to fill in those gaps. Utilizing assessments such as MAP testing, AimsWeb Plus, state testing data, and classroom data, all students are reviewed through a comprehensive Response to Intervention (RTI) system every 8 weeks. Students are classified into a tier system (1, 2, & 3) and appropriate supports are put into place through classroom intervention, Title 1 intervention, and Special Education (SPED) services. The calendar year is divided into four 8 week rotations. Using the data, Teacher Based Teams (TBT) collaborate, plan lessons, and create assessments for direct instruction and center-based learning at varying levels.

The 90-minute rotations for both reading and math include direct instruction for 30 minutes given in a small group format from the classroom teacher. Scaffolded learning, differentiated instruction, and assessments are created to support the learning needs of all individuals. Additional support from key staff members (Title 1 specialists, intervention specialists) is available each day during the students' 30-minute hands-on individual learning center rotation. In addition, the final 30-minute rotation is independent learning using technology such as: Accelerated Reader, STAR Reader, IXL Math, and Splash Math. Tier 3 students are working directly with the SPED teacher during this rotation to meet their IEP goals.

Additional assistance is available through free after school tutoring 2 days a week and summer camp which focuses on reading, math, and writing. A daily 30-minute homework help lab is offered at the end of each day. We believe that greatness is achieved and that learning does not begin or end with the school day or school year and that all of these services are vital to the success of every student.

3b. Students performing above grade level

Students performing above grade level are assessed on academic strengths and receive challenging subject matter that meets the needs of their higher-level thinking skills. They engage in 90-minute rotations for both reading and math, which includes 30 minutes of direct instruction with the classroom teacher. During the 30 minutes reading session, the students receive higher-level instruction using advanced literature materials geared towards their Lexile scores. Learners participate in student-led literature circles, Socratic debates that stimulate critical thinking, author research, and open discussions. These are supported through the use of varying genres of literature, and other writings such as Story Works, Scholastic News, and Newsela.

During the 30-minute math direct instruction session, they are challenged to apply their math knowledge in complex math problems, multi-step problems, and small group challenges. This includes reverse problem solving using their higher-level thinking skills to prove and explain why a problem is incorrect. Additional trials and mathematical knowledge are used to arrive at the correct solution.

The students also engage in a 30-minute individual, independent learning centers for both reading and math. During their center time, the students are challenged with Depth of Knowledge (DOK) level 3 or 4 questions or research-based projects. They self assess using provided assignment rubrics. This gives the guidelines needed to challenge themselves to a higher level of academic success. Further classroom assessments (both formal and informal) are used, along with homework assignments throughout the week, to provide important feedback and assist the students with refining their understanding of the covered topics and standards.

The final 30-minute technology rotation includes the use of Accelerated Reader, STAR Reader, Dynamath, and IXL Math that auto-adjusts to meet the higher level of knowledge needed to challenge this learning group.

3c. Special education

Due to the low number of students with disabilities our population does not include a subgroup therefore, there is no reportable data.

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

Due to the number of ELL students, our population does not include a subgroup therefore, there is no reportable data.

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

Due to the low number of other students (migrant learners, and students/unusual exceptional needs) our population does not include a subgroup therefore, there is no reportable data.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school focuses heavily on student engagement. It is the belief of all staff members that strong relationship building with students is of the utmost importance. The school utilizes Mindfulness and the PAX Good Behavior Game (Productivity, Peace, Health, and Harmonious Social Interaction) to teach and recognize appropriate behaviors. All students are aware of expectations via a school-wide Positive Behavior Intervention Support (PBIS) matrix and system. However, the school is unique in that there are no “school rules” to follow, but rather rules for life. These rules for life are: always be the kind kid, always be the honest kid, always be the kid that makes good choices, and always be the kid that keeps your hands and feet to yourself. Students say a character pledge daily via school announcements and teachers reinforce these concepts throughout each and every day. There is a strong focus on anti-bullying where students are taught to be upstanders, not bystanders.

Teachers and the school guidance counselor work with students to teach social and emotional standards, including self-management, self-regulation, and peer relationship skill-building. For students that struggle more with self-regulation or behaviors, there is a sensory room available where a child can jump on a trampoline, move on sensory squares, or interact with other proprioceptive sensory calming activities that can re-center a student and allow them to re-engage in the classroom. Bellfaire is an outside agency that comes in to help support students that may need additional counseling or classroom support to be successful. They work with the student, parents, and the school to ensure that all students have the best possible educational experience. There is a school registered nurse available to our students, staff, and their families 5 days a week to provide care, staff training, and ensure student health and well being.

Field trips engage students through various authentic and hands-on experiences throughout the year. Children visit Hale Farm, Playhouse Square, and the Cuyahoga Valley Underground Railroad Experience to name a few. Also to keep students engaged in learning while at the school, teachers allow for ample brain breaks throughout the day. Studies of the brain show that the best learning occurs when movement is happening. By allowing students to release energy, dance, laugh, and have social interaction, they consequently are able to better attend to the lessons being taught.

2. Engaging Families and Community:

Communication with parents, stakeholders, and the outside community is of the utmost importance. We believe that parent and community involvement is necessary for the development of the whole child. By partnering with parents, extended family, local community programs, and businesses, students are offered the most authentic learning environment possible.

The school communicates using ClassDojo, an electronic communication system to notify parents of events, and real-time positive behavior monitoring. School Messenger, email, calendars, newsletters, and flyers are tools for essential school-wide messages. Parents view and keep track of their student’s progress and grades through Progressbook, as well as midterms and report cards. Fall and spring conferences are held for parents to discuss their child’s progress. Our school has an open-door policy inviting parents to speak to their child’s teacher or school administrator whenever needed. With over 1000 parent volunteer hours including parent council, fundraising meetings, assisting in classrooms, book fairs, snowflake shoppe, and field day our families have ownership in the school’s success.

Further community engagement was achieved when 100% of the teaching staff wrote and received fully funded projects through Donors Choose to purchase classroom materials for student academic success. The staff utilizes Kids in Need, a local agency that supplements school supplies for the students in need. The school engages community agencies such as the Hampstead Players, a theater organization and North Pointe Ballet to enhance the arts education. To reward exemplary student academic success, parents and families attend a quarterly awards ceremony.

Inviting families to participate in our school's culture is a large part of our philosophy. Families attend events such as Cabin Fever Reliever game night, Special Person Day, talent show, and the school musicals. These events make the parents and families feel a part of the larger school community culture and increase overall student success and engagement.

Lastly, the school ensures that students develop social and emotional competency and learn the importance of giving back to their community. Basketball Jones, an athlete, teaches students about grit, growth mindset, and integrity. He promotes individual ownership of their choices and effort. Students participate in Jump Rope for Heart, raising money for the Heart Association. Students also collect mittens and hats for a local battered women's shelter. These are just a few examples of how students learn that their actions affect their peers, the school, and their surrounding community.

3. Creating Professional Culture:

Our school provides ongoing professional development for all staff members to refine their practice. Professional development is based on data analysis determining the demands within the school. Recent hires attend new teacher training sessions at the beginning of the year to ensure they have the resources and knowledge to be successful. The teachers are trained in the curriculum, the mission, and the vision of our school. All staff receives professional development days before the start of the school year. These days target areas such as classroom management, effective instructional strategies, and using data to inform instruction. An electronic resource called Safe Schools is provided to the teachers and staff to train them in diversity, conflict management, blood borne pathogens, first aid, and other critical topics.

Evaluations are given after each session to determine the effectiveness of the presentation and to address any need for further information. Our teachers participate in job-embedded learning by collaborating to analyze data, instructional practices, and provide peer support to each other.

A master schedule is designed to allow for common planning periods including a daily morning block for cross-grade level training and collaboration teams (TBT's, BLT's, Safety, PBIS). Additional topics are addressed during weekly staff meetings to ensure that students' academic needs, goals of the school, and student learning are all being met to the highest standards possible. Training is provided by peers as well as outside resources.

Our school is a model for the other Constellation Schools in the network. Other teachers, including pre-service student teachers, have the opportunity to come to observe and learn from the teachers at our building. The staff also presents during the All Constellation Professional Development days on how to create, manage, and roll out the differentiated stations that make the school stand apart from the other schools.

4. School Leadership:

The leadership philosophy of the building embraces the idea that the school is a family! Our staff, students, and parents all play an important role in leadership and creating a safe, welcoming and high performing culture. The principal, in partnership with the Building Leadership Team (BLT), the Positive Behavior Intervention Support (PBIS) leaders, the parent organization, the instructional coach, and the board office support the staff working together to create a warm learning environment, an environment with high expectations served with a large dose of kindness. There is an atmosphere of success where everyone believes that they are significant and capable of greatness. With 92% staff retention over the last eight years, our school has built a cohesive, caring culture where everyone is part of the leadership and success of the building. This shared responsibility includes all staff, stakeholders, and students.

Students are an integral part of being leaders and citizens in the building. Good citizenship is tracked through personal and group goal-setting. Students have individual growth charts where positive citizenship and leadership are recognized, tracked, and rewarded by the leadership team. In addition, the students have team charts that encourage the cooperation, community, and success of each class. Monthly lessons focusing on character education traits (respect, responsibility, honesty, etc.) allow the students to believe in and

utilize them during their daily interactions with peers and adults. Quarterly awards are presented from the school principal. The building principal continues the positive message and atmosphere with the staff members through compliments, recognition at staff meetings, teacher appreciation luncheons, mailbox treats, and thank you notes letting them know that the work they are doing is important.

The principal spends a significant amount of time as part of each classroom community participating, observing, and giving purposeful feedback to the learners - both students and staff. Beyond the required Ohio Teacher Evaluation System (OTES), the principal monitors and works with faculty to ensure that instructional practice meets the high expectations of the small group, center-based learning system and of the overall school culture. The principal, staff leadership, and BLT continually review internal and external programs and policies to make certain they not only align with the philosophy, but with high academic goals.

Above all, our leaders are committed to creating a school environment that builds and fosters empathy and a feeling that everyone belongs and that everyone's ideas are supported and celebrated.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The single best practice that has been most influential in the school's success has been focusing on individualized education through center-based learning. The principal created a proprietary, differentiated center-based learning system that has shown through years of data collection to be highly effective for diverse groups of learners. Students have consistently shown high levels of engagement and standardized test scores that outperform their peers throughout the state. Center-based learning takes place during uninterrupted 90-minute reading and 90-minute math blocks. Center-based learning is where new concepts are introduced, differentiated, and assessed on the student's individual levels.

Using data and Lexile scores, students are placed into three groups according to their learning levels. Each group rotates through learning centers that include one 30 minute session with the teacher, one 30 minute session with 1:1 technology, and one 30 minute session with centers that support the standards previously taught. During direct instruction, the student-teacher ratio is no more than 1:8. The main foundation of our success begins with small group instruction that allows the teacher to differentiate the standard to meet the needs of each student in the group. The teacher tracks the progress and gives immediate feedback. It allows the teacher to form a more personal relationship with each student. All groups of students work on the same standard during the 30-minute teacher rotation. Although the same standard is introduced to all students, the teacher prepares and differentiates the lesson, individual work, and assessments based on students' abilities. Each small group follows a continuous learning model allowing students to fluidly move between leveled groups as their skills sets increase. Student leaders act as peer resources, during rotations, allowing for uninterrupted, teacher-led, focused learning. Since implementing this practice, data shows for the past five years the gap has closed significantly for the largest subgroup, 'economically disadvantaged' students, who have outpaced the 'all students' subgroup in reading and math. The school has earned an "A" in the category of gap-closing for the past three years. While this practice and gap closing has been most significant for the economically disadvantaged students, all students benefit from direct and individualized learning. Inside this almost 100-year-old building the combination of rigorous learning expectations, along with caring hearts of families, staff, and students allows all learners to flourish as scholars, citizens, and future leaders.