

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 [] Charter [] Magnet [] Choice

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

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

School Mailing Address 445 North Market Street
(If address is P.O. Box, also include street address.)

City Logan State OH Zip Code+4 (9 digits total) 43138-1416

County Hocking County

Telephone (740) 380-4664 Fax (740) 422-9957

Web site/URL
[http://www.loganhocking.k12.oh.us/index.php?scho
ol=13](http://www.loganhocking.k12.oh.us/index.php?scho
ol=13) E-mail lvanhorn@lhsd.k12.oh.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Monte Bainter E-mail mbainter@lhsd.k12.oh.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Logan-Hocking Local School District Tel. (740) 385-8517

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 Dr. Scott Anzalone
(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):
- 5 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 7 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	31	35	66
K	45	41	86
1	32	42	74
2	36	38	74
3	37	32	69
4	32	43	75
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	213	231	444

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0.4 % Black or African American
 - 1.1 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 2.5 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 13%

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	25
(3) Total of all transferred students [sum of rows (1) and (2)]	56
(4) Total number of students in the school as of October 1, 2018	432
(5) Total transferred students in row (3) divided by total students in row (4)	0.13
(6) Amount in row (5) multiplied by 100	13

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

Spanish

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

1 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 444

8. Students receiving special education services: 21 %

92 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>9</u> Autism | <u>11</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>2</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>11</u> Other Health Impaired |
| <u>10</u> Developmental Delay | <u>23</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>20</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>4</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: 6

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

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	20
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.	14
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

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 21:1

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	95%	95%	95%	96%	92%
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.

The mission of Central Elementary is to EMPOWER our students to LEARN, LEAD, AND SUCCEED.
Giving students the tools to be the best they can be.

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

Sitting in the foothills of Appalachia, Central Elementary School is in Logan, Ohio. Our school is one of five elementary schools in the Logan Hocking School District, Central Elementary serves 444 students in a long standing tradition of excellence. We are located in close proximity to the city's library, fire station, police station, historical sites and a small shopping district. These are common resources for our students, faculty, staff and volunteers. Logan is not exempt from the same challenges found in large metropolitan areas. Most of our students come from single working parent homes or living with extended families. They must confront scarce employment opportunities or travel over 40 minutes and up to 70 miles to work, as the community has not recovered lost industrial work of the 1990's. The seasonal tourist driven employment is not adequate to provide a strong financial base for many families. Like other communities, we deal with the opioid crisis, which limits efforts to maintain a safe and healthy workforce. As a result, the socioeconomic demographic is that 100% of our students are qualified for federal assistance, allowing us to provide them with free breakfast and lunch.

Striving for educational excellence, our Building Leadership Team (BLT) has developed a vision and mission to meet the academic, social, and emotional needs of our students. After investigation and collaboration with multiple sources, we believe that our plans meet the needs of our students and building operation. The vision of Central Elementary is a community of 21st century learners, working collaboratively to empower students to develop intellectually, physically, socially, and emotionally. Our goal is to equip our young people with the skills and mindset to thrive in this world. The mission of Central Elementary is to EMPOWER our students to LEARN, LEAD AND SUCCEED. Even, as you enter the building, you see and understand that success is the only option, where our students believe and meet those high expectations.

Before the first hour of every school day, our commitment to the children is clear - Every child and parents who provide their own transport, are met at the curb by the school principal and staff. Students are met at the busses by staff and greeted at the door by teachers. From that moment, they are welcomed and encouraged with each step towards success; there is attention to detail as smaller goals progress to greater goals. Everything is structured for the benefit of the whole child. Families come to depend on and support this approach.

Teaching staff believe in our students and are lifelong learners, professional development is immersed into meeting specific needs of students, consistent, ongoing, and developmental. We spent the year focused on "Trauma Informed Care" and "Parent Cafe" as a focus of our ongoing professional development; these are just two examples of how we look at the whole child in the educational process.

Students have a well-rounded experience with programs, rich curriculum, high quality instruction, and a belief that they can do it. Experiences can include; "Project Safe ", which provides students who need supervision before and after school hours to grow emotionally. Programs such as Leader in Me, Sanford Harmony, and stakeholders/community partners volunteer to create connections between school and community. Kindness Club promotes empathy and an environment of caring opportunities through-out our community and school. The Student Council collaborates with the community by hosting events like food drives, recycling programs, and community support, classroom presentation by our community members such as our local paramedics teaching students CPR and First Aid.

Central Elementary is the only school within the city of Logan, so it offers unique opportunities. We often take walking field trips to the county library, courthouse, fire station, police station, local historical society, food bank, and local businesses. This allows our students a rare opportunity to really get to know their community. Students are immersed in the culture of their small town and feel comfortable knowing there are local people in the community that care about them and that they in turn, should care about. We also have the ability to practice good deeds in the community. Our students travel to local places to make donations or to spread kindness. We sing carols at Christmas and visit the local nursing home to spread joy to its residents. We have grade level music programs that allow the community to witness what our students are learning and loving about school. We are involved in local Veteran's day celebrations to show our

appreciation for our elders who served our country. School plans, teacher efforts, and volunteer support help students use educational skill sets in their community to demonstrate how they can make the world a better place one child at a time.

Everyday is a GREAT day at Central Elementary!

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

Central Elementary has a highly qualified staff, understanding and knowing the standards, believing that all children can learn, ensuring that all students will have the best instructional practices available to students and have a "CAN DO" attitude. Empowering staff to know the standards and students allow for teachers to meet the needs of all, delivering the instruction in multiple modalities and differentiated settings for students.

The state and national common core standards are taught and serve as the basis of all instruction. While textbooks and other resources are utilized, it is our standards, written into 9-week pacing charts that guide instruction.

A multi-tiered system of support is utilized, thus informing the curriculum, plus what and how the curriculum is taught including Tiers I, II and III instruction, a robust Positive Behavior Incentive System(PBIS), multiple assessment screeners, as well as formal and summative instruction. We utilize 75 minutes of teacher based team meetings weekly where data is discussed and analyzed so the instructional practices are meeting student needs based on the formative and summative assessments. The discussions are integral to the next week's instructional practices. Utilizing Star, STAR EL through the Renaissance Learning Program helps identify each student's needs to pinpoint the gaps in the learning. Teachers submit the analyzed data showing they understand each learner's needs, strengths, and weaknesses, being able to make the connections to students and their learning.

High expectations and rigor are consistent across the curriculum and lead to strong instructional strategies being utilized. Each instructional leader explores different learning modalities and tracks district and building data points. The instructional leaders work together as grade level teams reviewing the data points of each learner and what is needed to move them all to the next level. Formative and summative assessments are embedded into the daily routines of all teachers.

1b. Reading/English language arts

Central Elementary teachers are innovative in their approach to teaching. Teachers at Central Elementary underwent many hours of training and coaching to become effective reading and writing teachers. In grades K-4, a balanced literacy approach is utilized with teachers teaching 120 minutes of language arts. The core of the literacy block revolves around a tiered approach of utilizing a guided reading model where children are placed in flexible ability/skill groups. The reading block contains whole class instruction that introduces the day's focus allowing students access to the grade level materials. Then, classroom teachers provide explicit instruction to students in each leveled group while the rest of the class is taking part in technology, problem based learning, critical thinking skills, and other stations meeting the needs of the students. Some examples of this include the use of Lexia, writing stations, independent spelling activities, phonics/phonemic awareness lessons, independent reading, collaborative, and cooperative learning groups and many more differentiated activities supporting the whole groups lesson, and student needs.

Guided reading groups are set up to instruct students at the instructional level determined by the Developmental Reading Assessment that is administered at predetermined intervals throughout the year. Any student who is not meeting benchmarks undergoes intense instruction through a research based reading program. Wilson Foundations, Leveled Literacy Instruction and other tier 2 and 3 interventions.

End of quarter assessments are given, matching the 9-week indicators taught. Results of the assessments guide lesson planning when it comes to differentiation and enrichment along with lessons that hit on the reteaching of standards.

Formative and summative data includes the end of grading period assessments, Scott Foresman Reading Street Balance Tests, Accelerated Reader results, Lexia levels, teacher made assessments, running records, DRAs, reading logs, and multiple other assessments. In Language Arts, many assessments and activities are used in both the formative and summative areas, many times interchangeably and dependent on grade level. Grades three and four use a clustered reading group approach, helping with the instructional needs of the group whether it would need remediated and taught in different modalities and speed or enriched to move the students to that next level of critical thinking, or extensions of the standard. While grades one and two use the self-contained model and the reading groups are broken down by abilities and needs within the self contained reading class. Third and fourth grade teachers analyze the data from the A.I.R. assessment and other standardized test scores, behavior and specific learning needs. All data is utilized to determine which is the appropriate group for their instructional level, all groups are fluid and flexible based on need. The flexible grouping helps the teachers target the weak areas.

Teacher Based Collaborative Teams meet weekly per grade level to discuss indicators, share ideas and discuss student data. An intervention plan is devised for any student not making adequate progress.

1c. Mathematics

Central Elementary utilizes the adopted curriculum of Everyday Mathematics. Everyday Mathematics is a comprehensive Pre-K through 6th grade mathematics curriculum developed by The University of Chicago School of Mathematics Project and published by The McGraw-Hill Companies. Lessons are aligned to the Common Core State Standards, have a strong focus on real-world problems and application, and are balanced among the mathematics strands. Concepts are developed over time and build upon each other throughout each grade-level and then from one grade-level to the next.

Pacing Charts are followed throughout the year ensuring we are teaching all of the common core standards. The 9-week pacing charts serve as the framework for what and when content is taught. Teacher resources include grade level Everyday Math books. Other resources include Renaissance Learning STAR Math, Prodigy, Zearn, Measuring Up to the Common Core and teacher made items, etc. Direct Instruction along with explicit, problem-based, and technology based instruction is utilized in all math classrooms. Many teachers begin their math block with a short "Number Talks" opening lesson. Direct Instruction usually serves as the basis for the beginning of the day's new material while skills are reinforced in Guided Math differentiated groups, specific learning centers and technology based assignments as well.

Central Elementary's model for Math is clustering students in grades 1-4 ensuring that remediating and enriching are all part of the daily instruction. Teachers in our building also use a variety of other supplemental resources to meet the needs of students performing below, on, and above grade level. Each cluster group ensures the basic facts are part of the skills taught, practiced and reviewed daily. We know these are essential to becoming a better mathematician and solving higher-level problems.

Tiers I, II and III instruction is based on on-going screeners and summative assessment results. Students are placed in skill based guided math groups. Intervention teachers are part of the multi-tiered system of support approach to learning. All technology instruction is based on individual results, leveled and paced.

Differentiated Learning takes place on a daily basis at our school. Teachers are able to meet the needs of a wide range of learning levels because all Everyday Mathematics lessons include three main components: teaching the lesson, ongoing learning and practice, and differentiation options. Students work independently, with partners, in small groups, and in whole groups. Teachers practice multiple teaching strategies within their own classrooms, and regular education and intervention teachers co-teach in some classrooms. Teachers are able to collaborate with other teachers within their own grade-level and with teachers below and above their grade-level to provide additional support for those students performing below or above grade-level. This may be done by sharing resources or by creating groups of students to target and enhance specific skills.

1d. Science

Central Elementary follows the Ohio approved Science standards. Teachers teach Science an average of 2.5 hours per week. Science instruction is also integrated with language arts, social studies and math. Logan is located in a rural part of Ohio, giving teachers an outside platform to teach many science concepts in nature. We are also fortunate to live in a small community where our local Soil and Water Conservation education consultant comes to our schools on a frequent basis, giving our students hands-on experiences. Another agency, Rural Action, provides in-school as well as on location science lessons. Some of these lessons take place in nature preserves that are a 10-15 minute bus ride from Central Elementary. We are fortunate to live in areas where students can experience science and nature on a daily basis. Local EMS provide CPR and First Aid training connecting science and community. In the classroom, teachers have board approved textbooks and teach science using a science/language arts approach making sure students know how to find information in context, using inferencing as the forefront to understanding concepts. Science curriculum allows the opportunity for students to think critically and develop and become better learners in other subjects. Skills like questioning, research, and analyzing information are all integrated into the daily discussions. Each topic is detailed in scaffolding on a student's previous knowledge, understanding what they learned in the previous grade and extending it to what they will need to know next year. A variety of learning opportunities to grasp the concepts through hands - on experiments and real world examples. Learning and exploration is done through hands-on experiments , real world simulations (aero garden), and daily investigations.

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

Social Studies is taught 30-60 minutes per day; some teachers teach it in isolation, some teaching as part of their Language Arts block. Our students rely on a social studies curriculum to teach them about their region, state, country and world. Many of our students rarely travel out of our county. We know this as when we go on out of town field trips, kids will comment in a way that makes it obvious it's their first time out of Logan. Their view of the world often comes from social studies lessons.

Classrooms throughout the building try to incorporate real world examples to make the subjects more relative to today's learner. For example, students in second grade created a personal timeline of their life and then as we studied famous Americans, we transfer the information and make timelines of historical people. Students learn to compare timelines and realize how times have changed. This teaches main ideas and details on a Social Studies topic through writing. Third grade recently worked on early explorers from Italy, France, Spain, and Portugal. The use of digital technology and traditional teaching methods provides a variety of formative and summative assessment options. Examples: writing (opinion, cause and effect, compare/contrast, summary skills, sequencing), sharing experiences, researching (technology, group research and exploration of Ohio people and places), and projects (wax museum, timeline, map formations). A variety of exploration of learning techniques provides ample formative and summative assessments that meets all types of learners. The goal is to connect and spark interest and pride in their state of Ohio. We explore and embrace the past of where they live and discover how our past can help us transform and shape Ohio's future.

1f. For secondary schools:

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

Central Elementary houses four preschool units. One unit is an Early Childhood Education(ECE) classroom where many are served under the ECE grant. We have three Special Educational classrooms that serve typical and non-typical students. The core curriculum that is utilized in our preschool program is the Early Learning Assessment (ELA) that is Ohio's Early Childhood Comprehensive Assessment System. Through this program Central Elementary Preschool has achieved Five Stars on the Step Up to Quality Program. This is a comprehensive, research-based curriculum designed with lessons to provide developmentally appropriate, content rich programming for children with diverse backgrounds and skill levels. It aligns to all standards set forth in Ohio's Early Learning and Development Standards.

Over the years the data represents that early intervention has promoted academic achievements in all areas including social emotional, developmental, and academic successes. Students entering kindergarten come with social foundations, academics, and overall physical well being and motor developments.

Central pre-school teachers use (the ELA) to inform the instruction of their students early learning and development to ensure that children are entering kindergarten ready to learn and thrive. A study was completed several years ago and concluded that 60% of all students receiving

Preschool scored above proficient on the STAR Reading Diagnostic test. In addition 100% of the respondents said they did notice the difference between the groups.

2. Other Curriculum Areas:

Students at Central Elementary receive “Specials”: Art, Music, Technology, and Physical Education one day a week for forty-two minutes. Teachers follow the Ohio Department of Education standards within their discipline. They are responsible for ensuring all students are introduced and master the grade level standard for their specialty.

Kindergarten through fourth grade students have Art class once a week for forty-two minutes. Students learn basic visual art skills, experience a variety of new materials and different techniques, and are encouraged to become creative thinkers. Young students practice holding pencils, paintbrushes, and scissors correctly and improve their fine motor skills. Older students apply their basic knowledge to create more detailed artwork that is meaningful to them. All students practice responsibility and independence by participating in the start-up/clean-up tasks in the art room. While completing art projects, a growth mindset is emphasized. The students are taught to learn from making mistakes and that consistent practice helps them to overcome problems and become more skilled artists. This focus on the growth mindset helps students in all subject areas as they realize they should not fear a mistake, but instead use it to help.

In Music, students learn the basic elements of melody, harmony, rhythm, tempo, timbre, dynamics, and form by lessons and activities that include singing, moving, listening, performing, composing/improvising, and reading/writing. Each grade performs an age appropriate concert/program for the school and their parents which many times is cross-curricular with what they are learning at their grade level. The 4th graders start learning to play a recorder which helps get them ready for band in 5th grade. All of these lessons and activities help the students learn teamwork, have better self-confidence and a sense of achievement, develop spatial intelligence, promote creative thinking, build's imagination, help's learn pattern recognition, improve auditory skills and memorization, increase coordination, promotes intellectual curiosity and emotional development , and an awareness of the global world around us.

Physical Education encourages maximum participation for all students while focusing on safety, teamwork/cooperation, and communication to achieve a healthy lifestyle. Students are introduced to a variety of physical activities weekly and are encouraged to maintain an active and healthy lifestyle. The Physical Education curriculum is based off of the National Standards and Ohio Standards and is supplemented by SPARK PE curriculum and OPENPE curriculum.

Technology class students learn about how to properly use a computer and the terminology associated with technology. In the early grades we learn how to manipulate the mouse and navigate through applications on the computer. In older grades we work on learning correct keyboarding skills, how to properly research a topic, and using Google applications to complete assignments. These skills are foundational for later applications used throughout their school career and even beyond.

3. Academic Supports:

3a. Students performing below grade level

Central Elementary tailors instruction, intervention, and assessments to meet the needs of our students. At the beginning of the school year and at the end of each term, classroom teachers and Title I teachers

administer research-based assessments to the school population. The Title I team administers the Developmental Reading Assessment (DRA) to K-3 students. This comprehensive assessment gives a snapshot of students independent fluency, accuracy, and comprehension levels. Classroom teachers give students computer-adaptive tests designed to give accurate, reliable, and valid data to allow for decisions on instruction and intervention. Title I teachers then compile, analyze, and interpret the school's data to pinpoint the students performing below grade level. The use of multiple data sources depicts a true representation of student ability. Early detection and intervention is key to closing the achievement gap. Following the identification of students, Title I groups are formed based upon student weaknesses as reflected in the data. One component utilized for instruction is flexible grouping. Flexible grouping is a teaching "best practice" which allows for homogeneous groups and for differentiated instruction based on data. Within the small groups, weekly assessments are used to monitor progress. Small Title I reading group intervention supplements classroom reading instruction. The variety of instructional intervention strategies and multiple assessments contribute to closing the achievement gap for students performing below grade level.

3b. Students performing above grade level

Our teaching staff is trained annually with professional development on how to meet the needs of students who perform above grade level. Our teachers went through 60 hours of cluster training over a four year span to ensure we are meeting the needs of our children. Staff use this training to differentiate and reinforce what the students can explore using critical thinking skills to enhance the basic level of learning. Some training focused on the development and creation of Mastery Grids from the state standards. Teachers break down the standards into learning targets using Depth of Knowledge, identifying and creating essential mastery questions and identifying aligned resources and assessments that will be refined into giving students a broader information base where they can embrace the student led learning. All students are taken from where they can achieve independently and pushed to the next level. Status quo is not an option, expanding the minds of each student, letting them know they have more to give is part of each day's learning experience at Central Elementary.

3c. Special education

Central Elementary is proud of how well integrated our special education students are in the general education population. A blend of small groups, direct instruction targeted deficit areas combined with co-teaching instruction utilizing research based best practices, provides students receiving special education services a quality education. Intervention Specialists utilize assessments regularly to monitor student progress and make adjustments in their instruction to assist students in mastering their individual goals on their IEP as well as progress in their grade level content.

Our identified students receive high quality instruction presented in a multi faceted way. Utilizing, a co-teaching model, pull out, or resource room is all dependent on the individual needs of the students. Understanding the whole child and having the same high expectations of all students ensures us that they will rise to the occasion. Breaking down the information in different modalities, giving support where and when it is needed has proven successful at our school. The Intervention Specialists focus on the needs of the individual and know the grade level standards, blending the instruction to produce capable learners. Meeting the needs of the individuals in the best environment is best practice. Goals are established with the team to ensure that students are growing academically, socially and emotionally to ensure the total child has all needs met. Our system of serving students has proven highly successful. A.I.R. testing results have shown over the past several years that our identified population has the tools needed to show academics are a priority at Central Elementary for all students.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

"It is a Great Day at Central Elementary", is the daily greeting. Students enter the building greeted by a staff member, by name. We believe in ALL children everyday. Students come to school from diverse homes, families, socio-economic backgrounds, which does not matter here. This is their safe place. Each of the 444 students know they are valued everyday and every way.

Academically we are providing a rich diverse curriculum with intrinsic and extrinsic motivators embedded. Accelerated Reader (A.R.). Our school promotes reading practice and comprehension. Students who reach 100% of their goal get their name on the announcements and a special prize each quarter. The prizes change and the motivation continues, if the entire classroom meets the goal of 80% or higher on the comprehension and meets the established goal set by the teacher the entire class earns an additional incentive. Students can earn a Golden Apple for meeting their

A.R. goal which continues to motivate the reading in the class.

The Positive Behavioral Interventions and Supports (PBIS) system promotes our building pledge, the behavioral system in place allows students to monitor their behaviors and work towards an end of the month celebration. Students work toward the "Green Day" reward done on activity day, monthly.

RESPECT tickets can be earned, students follow the RESPECT rules and teachers identify what makes them a positive role model. They are identified and rewarded by a RESPECT ticket and a drawing is done at the end of the month earning them a Respect ticket necklace.

All staff can award a student with Honor Table privileges. Honor table is for doing something above the students norm, being a role model, meeting a goal or anything an adult sees that needs to be recognized as a positive. They sit at a special table during lunch, receive their lunch first and go to recess before others. Students are highly motivated to earn this privilege.

Multiple incentives programs are embedded in all classrooms, each student receiving what they need to be motivated, positive calls home, sticker charts, treasure boxes.... Each individual student may have different needs to be motivated and students and staff together come up with ideas, plans and motivational tools to engage students to meet the expectations of the individual goals established by grade levels, building, or teachers.

Students love being at school, they feel valued, safe, empowered, and educated.

2. Engaging Families and Community:

At Central Elementary we are providing innovative and motivating activities that continue to show promise as participation rises in family and community engagement. Parents are valued stakeholders who are overcoming the challenges inherent in the demographics of our community to support their children, school and community. Here are just a few examples:

Central Elementary was immersed into a study of how trauma affects students in our school community. We learned that almost every individual has experienced trauma at some time, and the relationships we have help determine how we move forward. In seeking to build stronger relationships with students, we realized that parents were also lacking some of these vital, supportive relationships. As a result, we partnered with Hopewell Mental Health Services and their Parent Cafe program. Four Central mothers completed training from Hopewell, which included learning the Cafe format, how to use their experiences to start discussions, partnering with community resources. Cafe meetings were held every two to three weeks with attendance growing each session! Topics included; Self Care, Parenting Styles, and Building Healthy Relationships with your Children. Most rewarding, are relationships that form between parents who are

finding comfort in shared struggles, joys, and experiences. Through these relationships we can be our best for our children!

“Central Successes” is a collection of programs or activities that are shared to promote family and community engagement. Examples are Family Literacy Night, Project Safe food pantry, and all parent engagement activities are just a few examples. Family Literacy Night uses hands-on activities across the curriculum with the entire family invited. “The Arctic” program invited local author, Tadgh Bentley, to come and read his book. Several family learning activity stations were centered around this book with every child receiving a signed book at the end of the evening. Student Council fills food bags for the Project Safe food pantry which helps Central families in need. Parent engagement activities are theme related, families are invited in during the school day to participate in cross curriculum activities. This year, the Second Grade read the book, The Biggest Snowman and our STEM activity asked families to make the tallest snowman in 10 minutes using only paper from the recycle bin and a glue stick. Local media attends and reports what our students are doing and achieving. These are shared in newsletters, websites, the local newspaper and our local radio station. Central Elementary continues to engage families and community members in all aspects of our students lives and educational experiences.

3. Creating Professional Culture:

The value of every staff member creates the solid foundation of educating our students at Central Elementary. Many different structures are set into place creating a culture of learners, whether it is staff or students. Believing in your staff to be the best they are for their students is foundational. Empowering the staff to do what is right for children allows the educational process to be encompassed. Open communication is key, utilizing multiple avenues of giving information and receiving are in place.

The structure of supports are channeled in an effective model, using the teacher based teams (TBT) to our Building Leadership Team (BLT), to the District Leadership Team(DLT) are key.

Weekly TBT’s meet for 75 minutes, sharing data points, instructional ideas, successes, and concerns. Our BLT team is composed of grade level leaders. Our BLT teams assemble to talk about needs and concerns at each grade level, collaborating the needs of the building and the direction we are going. Our DLT is represented by one of our grade level teachers who bring to the district level the needs of the building and share the direction of the district. The district curriculum director guides the district professional development that is focused on the needs of the district or direction we are going. Internally, we have resident experts, math coach, reading coach, and many staff members that excel in different areas that support the day to day learning of our students. Staff take initiative to take classes, attended professional development, participate in webinars, have professional learning teams and any other learning offered, they are leading in instructional practices and leadership.

Recognizing the strength and the value of each staff member is done through verbal recognition, notes, shout outs, awards and other avenues appreciating the efforts given. Staff share ideas and we put needs into motion. We did a year long training of Trauma-Informed Care because staff felt we needed to be able to understand our population and meet their ever changing needs. Valuing each stakeholder and allowing for professional freedom because they each work tirelessly to provide the best they have for their students. Encouraging innovation in the classroom is paramount to staff making the connections to the learning.

Central staff know their students and the Ohio Learning Standards, and are given the freedom to do what is BEST for their children. High Expectations, appreciation and valuing teacher input allows for the instructional success we see at Central.

4. School Leadership:

Central Elementary leadership is centered around collaboration and data driven decision making. The Building Leadership Team(BLT) meets to discuss how we are meeting the ever changing needs of our students; the team is all about continuous improvement. The development and discussion of instructional practices, data driven results, instruction and gap closing are an ongoing process that helps drive the

building with all stakeholders included. Weekly collaboration among grade level teachers and the principal provides the opportunity for ongoing discussion in regards to teaching practices. Grade level, Teacher Based Teams (TBT) work simultaneously with all staff to ensure students have every opportunity to succeed.

The administrator at Central takes an active role in the education of children. She uses classroom walk-throughs to help pinpoint instructional strategies to discuss with the staff. She helps to facilitate a school climate that is centered on our RESPECT expectations: having respect for Myself, My Teachers, My Friends, My Family, My Elders, My School; knowing that each component helps each individual be a leader in some aspect. All parties understand that Respect, Educational, Safe, Proud, Encouraging, Considerate, and Tolerant, are part of everyday life at Central Elementary. However, carrying out these expectations takes the teamwork of all of our stakeholders- teachers, parents, and students. Students are taught character education and problem solving skills through our weekly PATHS classes. Teachers help promote positive behaviors by recognizing students with 'Respect tickets'. We invite students and parents to celebrate the success of students with monthly "Student of the Month" ceremonies. Our students are empowered to take a leadership role in our building as well. Our student council helps to run a wide variety of programs at the building. For example, this past year they organized a "SPREAD the WORD" campaign promoting acceptance and respect for all. Our students have buddy classes that help team up our oldest students with our younger students working on tasks such as reading, doing projects, helping students make connections. Students see the principal as a wonderful role model. Students always know what is expected of them because of the school environment she helps create. She is one of the first members of school staff students see in the morning as she greets them from the crosswalk, "put a smile on your face, it's going to be a great day!" As a principal, she places a vested interest in the students by advocating for their education and overall wellness. Leadership is established based on a shared vision with teachers, students and all that make up Central Elementary.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One of the programs most instrumental to Central Elementary's success, based on academic and assessment needs, is the RISE reading model (Reading Intervention for Students to Excel) developed by Jan Richardson and Ellen Lewis. RISE is a proven literacy intervention based on the guided reading lesson framework and it is designed for children in grades 1 to 5 reading at text levels C - N who need to improve decoding, fluency, writing and retelling. Our research based on field-testing showed students who participated in six to eight weeks of RISE made 6.4 months progress and showed significant improvement in comprehension" (Richardson & Lewis, 2018, p. 20).

Our Central Elementary adopted Jan Richardson's guided reading framework and balanced it with the RISE model, the Scott Foresman basal reading program and intervention resources such as Leveled Literacy Intervention (LLI), Wilson Foundations, and Words Their Way. The Title I teachers in our building modified the RISE model component and used it with our three 2nd grade classrooms. The RISE model was implemented for the entire school year. The reason we decided to try this model was based on the research of proven success, and we wanted to see if this would make a similar impact on our students' reading achievement. We felt that the intervention resources we were using did not sufficiently impact the students' academic growth because the intervention was not reinforcing the classroom instruction.

For 30 minutes each day, we used guided reading, word study, and writing stations from the model and added comprehension instruction, sight word practice and fluency passages to align the intervention with the classroom instruction. We purposefully plan weekly assessments to monitor progress and guide our instruction. We adjusted our weekly plans based on students' needs. Flexible grouping was possible as students made substantial progress and this allowed us to serve additional students.

Of the 24 2nd grade students we worked with, more than half of them were reading 6 levels below grade level (3-12) at the beginning of 2nd grade. Based on end of year assessments, all students made substantial gains in their reading levels. 75% of the students finished 2nd grade reading at grade level or one level below (24-28). The remaining 25% of students finished the year reading at a level 20 (2 levels below grade level). Due to the positive results, we continued using this model.