

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 2500 Wisher Drive
(If address is P.O. Box, also include street address.)

City Spencerville State OH Zip Code+4 (9 digits total) 45887-1293

County Allen

Telephone (419) 647-4113 Fax (419) 647-5124

Web site/URL http://www.noacsc.org/allen/sv/sv_home.htm E-mail wagners@svbearcats.org

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

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Cindy Endsley E-mail endsleyc@svbearcats.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Spencerville Local Schools Tel. (419) 647-4111

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.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Penny Kill
(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.

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

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)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	36	50	86
1	31	36	67
2	33	35	68
3	38	31	69
4	35	28	63
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	173	180	353

*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
 - 0.2 % Black or African American
 - 0.2 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 98.5 % White
 - 1.1 % 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: 3%

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

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

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2018	352
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. 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: 39 %

Total number students who qualify: 137

8. Students receiving special education services: 15 %

54 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>0</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>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>2</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.	17
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
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.	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	97%	96%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2019.

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.

To provide students with competent instruction, learning activities, and personal guidance so that each child may develop to the maximum of their ability.

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

Spencerville is a small rural community of approximately 2,300 people, and is located in Northwest Ohio. The village of Spencerville was founded in 1844 on the banks of the Miami-Erie Canal. The Spencerville Stave Factory created the first population boom with a focus on wood as the main industry. A variety of mills were established and helped with the town's development. When the demand for wood products declined in the early 1900's, Spencerville began to rely heavily on farm trade, which is still its main economic resource today.

Spencerville Local Schools opened in 1846 and created a proud tradition of excellence in academics, as well as providing a well-rounded education for its students. The hallways are lined with murals of its history. In the main hallway, the murals show the progression of buildings over the years, starting with its first, "Little Red School House". In display cases throughout the building are plaques, trophies, and replicas of people who played important roles in creating the institution that it is today. Banners of academic achievements are displayed throughout the school, reminding us all of the opportunity for a better life.

Spencerville school district covers 89 square miles and stretches across three counties: Allen, Auglaize, and Van Wert. The current enrollment is 987 students. The students are divided into three schools, but are housed in one K-12 building. Of the 987 students who attend Spencerville Local Schools, 129 open-enroll, choosing Spencerville because of the quality of education it delivers. Spencerville Elementary contains 340 students, of which 37.8% are economically disadvantaged, and 15% are students who have a disability. Seventy-five percent of the staff hold a Master's degree and many of the alumni have come back to the area to work and raise their own families.

In Spencerville, the love and respect for one's country is a strength of our small rural community. The community honors veterans at Memorial Park, which is memorial for all of the soldiers who have fought in foreign wars. The village holds a Memorial Day parade. Veterans proudly march through the village, while community members thank them for their service. The village also celebrates the Fourth of July with a summer festival complete with a majestic fireworks display.

Spencerville Local Schools continues the strong tradition of honoring our country. A Chair of Honor is displayed at both the football stadium and the competition gymnasium. The chair remains empty and is in remembrance of any Prisoner of War or soldier missing in action who never returned from war. The Passing of the Colors is performed at the beginning of every football game. This tradition signifies that a unit and its soldiers are never without leadership. Every year each building prepares a ceremony honoring veterans. They are invited to a breakfast created and served by the Family and Consumer Science class. An annual ceremony is held in the gymnasium where all of the students gather to cite essays, poems, and sing for the honored guests. The love for one's country is deeply embedded within each student, and is evidenced by the way they respect and honor their teachers and peers, signifying the strength of our school community.

Spencerville Elementary School focuses on the whole child. We believe that while academics are important, it's critical to know and understand the developmental aspects of children and incorporate that knowledge into delivering a quality education. Our phonics program uses a multi-sensory approach. Students pound and tap words and use tactile methods for students to decode and learn sight words. Our K-2 math program is focused on small group instruction. Assessments are used to determine the needs of students and instructional methods are planned accordingly. Students take ownership for their learning by tracking their skills and choosing center activities that align to their individual levels. In grades 3 and 4, the small group math instruction continues, offering a variety of supports. The reading curriculum is one of rigor that incorporates all important aspects of a quality English Language Arts (ELA) program. Many concepts of science and social studies are embedded into the reading program, creating a cross-curricular approach. This combination offers time for the elementary staff to create hands-on activities that deepen their understanding of science and social studies curriculum. Intervention Enrichment (IE) is built into the day for all students. Students have their individual needs met in a variety of ways, such as: Title 1 services, Individualized Education Program (IEP) interventions, or remedial and enrichment opportunities. Our guidance counselor teaches the Second-Step Anti-bullying program. She visits the classrooms monthly and instructs students on

how to identify and stop incidents of bullying.

Positive Behavior Interventions and Supports (PBIS), interwoven with the PAX Good Behavior Game, is the contributor to the peaceful culture that is visible at Spencerville Elementary School. We believe that students need to know and understand what is expected of them, while allowing them to take ownership of the values that create a positive learning environment. Expectations are displayed throughout the common areas of the building and are reviewed throughout the day. PAX leadership qualities are celebrated with positive incentives and “granny’s wacky prizes.” The staff interacts with students in a loving and caring way, creating a positive learning atmosphere for all students at Spencerville Elementary School.

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

Spencerville Elementary believes in educating the whole child. We use the Ohio Learning Standards to ensure students are receiving a quality education and performing at the expected level of rigor. All staff members have been trained to “unpack” the standards and use Depth of Knowledge to guarantee students are engaged in high levels of academic achievement. All staff members received extensive training in assessment literacy. The training of formative and summative assessments include various levels of difficulty to show the students’ understanding. Formative assessments are used to determine various instructional needs of the students and progress is assessed throughout the unit. Teachers understand the need to include more than one instructional approach during their lessons because students learn in a variety of ways. Each lesson provides the opportunity for students to engage with one another and support their reasoning.

The philosophy of educating the whole child includes making sure that they are engaged. Spencerville Elementary uses a multi-sensory, hands-on approach to learning across all content areas. For example, the students pound and tap words, dance, and write in sand to learn phonics. Students perform reader’s theaters, use hand-gestures to understand concepts, and create visual images to understand what they are reading. In mathematics, students use manipulatives and problem-based learning projects to apply and synthesize mathematical concepts. In Science, students use experiments and inquiry-based learning. In Social Studies, students create visual and performance-based models.

Ensuring students are healthy and safe is another component to educating the whole child. Spencerville Elementary offers K-2 students three recesses throughout the school day, while students in grades 3-4 receive two. Students need time to engage socially with one another, while enhancing their physical development. Students are given opportunity for recess in the large gymnasium on inclement weather days. Teachers have been trained to recognize and handle students with trauma and anxiety. Spencerville Elementary partners with Cornerstone of Hope Counseling Center. The counselors have held sessions for students, parents, and staff on how to handle stress and anxiety in healthy ways. PBIS and PAX are fully implemented and expectations for students are explicitly stated throughout the day.

1b. Reading/English language arts

Spencerville Elementary’s reading instruction is aligned to Ohio’s Learning Standards. My-View Literacy program was adopted due to its rigorous and interactive approach to reading. The resources the program provides are plentiful, offering leveled readers and decodable texts for early learners. Each grade utilizes close reading strategies by teaching students how to interact with the text. Our reading program includes elements for high-quality readers: phonics for primary and word work for elementary, fluency, vocabulary, comprehension, and writing. We incorporate online assessments that enables students to develop keyboarding and access assistive technology resources. While teachers use My-View as their main instructional guide, they supplement instruction using other resources. All of the teachers in grades K-3 have been trained in Orton-Gillingham Institute for Multi-Sensory Education program. This approach encourages the use of tactile methods to help students blend and decode words. The K-2 teachers utilize the Phonics Dance. Both methods blended together delivers an interactive approach to phonics instruction. Teachers use a mixture of whole group and small group instructional strategies to teach reading. The small groups are differentiated to meet the instructional needs of the students. Teachers can better attend to the students and deliver immediate feedback to ensure understanding of concepts. The K-4 staff aligned the writing curriculum. The teachers use a four-square model that builds their writing skills. These best practices help students organize their thoughts and develop writing that pertains to the topic.

Spencerville Elementary has one-to-one technology for grades K-4, which provides the opportunity for access to many online supplemental resources. Kindergarten students have various apps on tablets to support

skills while working in small groups. Students can access Moby Max, Study Island, Newsela, Academy of Reading, and Reading Counts.

Teachers use a variety of assessments to determine instructional needs of their students. Aimsweb is a program that provides diagnostic information for each student and allows the opportunity for progress monitoring which targets specific skills. The benchmark assessments are given in September and March. Students who are below benchmark are placed on a Reading Improvement and Monitoring Plan. This information is shared in detail at parent-teacher conferences. Teachers use Scholastic Reading Inventory to get individualized lexile reading levels. Through this program, students are encouraged to read and take quizzes to show comprehension growth. Teachers use assessments throughout their units to inform the needs of their students and to determine mastery. Approximately one hour is set aside daily for interventions and enrichment. Intervention groups are fluid and tailored to remediate skills and concepts the students need. Each day during intervention, students practice oral reading fluency at various levels to close gaps or strengthen their abilities.

1c. Mathematics

For grades K-2, Spencerville Elementary uses the Guided Math approach and aligns the program to Ohio's Learning Standards. The guided math approach is student-centered and develops skills at increasing levels of complexity. Instruction is delivered in small groups, which allows teachers to attend to their students' needs, re-teaching, and expanding their understanding of mathematical concepts. While students are with the teacher, the other groups of students are practicing the new skills with partners within their group, or working independently on concepts through a guided checklist. Games and manipulatives are used for reinforcing skills, creating an engaging learning environment. Students keep track of their own mastery and know which activities to choose, based on their checklist. Students have access to various technological supports, including Xtra-Math, Moby Max, and Study Island. For grades 3 and 4, our teachers utilize Into Math, which delivers high-quality instruction. This curriculum is challenging and aligns to Ohio's Learning Standards. The teachers use technology for virtual manipulatives and online assessments. Several online programs are offered to help students who may need additional support. Both formative and summative assessments are used to monitor students' progress. Teachers incorporate supplemental resources during cooperative and project-based learning. The teachers include whole and small group instruction throughout each unit. Leveled supports such as: manipulatives, visual representations, anchor charts, and modeling are used to meet the needs of students.

Number talks are incorporated into the math curriculum. Number talks are mental math, problem-solving discussions. These discussions support Ohio's Standards for Mathematical Practices, which are key to developing high-level problem solvers. This allows for students to present various strategies to solve problems. This best practice encourages students to persevere through their work, allowing students to work together. Number talks enable students to verbalize their thinking and analyze the thinking of others.

Aimsweb benchmark assessments are given in September and March. A detailed report for each child shows areas of strengths and weaknesses. Progress monitoring in number sense fluency supports students who are below benchmark. Each day during intervention, students practice number sense fluency at various levels to close gaps or strengthen their abilities. Formative assessments are embedded within each program to help teachers determine the instructional needs of the students.

1d. Science

For grades K-2, My View Literacy offers a quality alignment of Ohio's Learning Standards for science. Many of the texts within the reading program provide co-curricular units. Teachers focus on expository and opinion writings on science topics. Teachers use time they have set aside for science to develop a deeper understanding of the concepts, using hands-on experiments, and inquiry-based learning. For grades 3 and 4, Science Fusion delivers a rigorous curriculum. Teachers incorporate technology through informational videos, virtual lessons, interactive labs, and assessments. The understanding of Ohio's Learning Science Standards are evident and students are expected to master all concepts at the highest level. Students work in small groups, developing their understanding and applying their knowledge in a direct approach.

Science Technology Engineering Mathematics (STEM) is incorporated into the 3-4 grade level curriculum. Teachers have access to various materials that allow students to create and construct project-based learning units. An after-school STEM program is offered for all third grade students to explore, create, and design STEM challenges.

Students participate in field trips that bring science to life. Our kindergarten students visit a pumpkin patch to learn about the life cycle of plants. Second grade students visit the zoo and see the various habitats of animals and how they adapt to their environment. Third grade students visit Science Central to explore the scientific method through states of matter and energy concepts. Fourth grade students visit the Ohio Caverns to learn how they were formed and to experience its natural beauty. All grade levels participate in virtual field trips based on their science standards. Center of Science and Industry (COSI) on wheels visits Spencerville Elementary on a yearly basis, providing students with unique learning experiences. Science Enhancement for Science Advancement (SESA) visits a variety of K-4 classrooms. This program is funded through Husky Refinery and provides powerful enrichment opportunities and reinforcement to encourage students to become inquiry-based learners.

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

For grades K-2, My View literacy provides co-curricular connections to the Ohio Learning Standards for social studies. Students learn about communities, inventions, and influential people from the past. Teachers use supplemental resources, such as Scholastic News, to enhance their understanding of current events. Teachers in grades 3 and 4 use Social Studies Weekly. This program aligns to the Ohio standards and supports various reading levels. Our teachers incorporate a variety of online components, including videos and digital photographs to enhance student engagement and facilitate deep learning and critical thinking.

Spencerville Elementary collaborates with various local businesses and community members to enhance social studies instruction. The Allen County Museum provides a traveling trunk program that focuses on life as a pioneer. The mayor of Spencerville speaks with students about local government. He annually declares a Third Grade Day in the Village of Spencerville, by honoring their study of local government.

Representatives from Johnny Appleseed Park District visit students about travel and survival in Ohio during the 1800's. The United Way Chief Executive Officer (CEO) delivers presentations to students about how to use their money wisely to support their local communities.

Every grade level participates in field trips that align to Ohio's Social Studies standards. Kindergarten students visit Kendrick's Woods, which is a local park. The students explore various trails and learn about their community. First grade students visit the Allen County Museum, focusing on the history of transportation in Ohio. Second grade students visit a local pig farm to study local agriculture. Third grade students visit the Spencerville Museum and Sauder's Village. They teach students chronologically about the history of their community and state. Fourth grade students explore Sunwatch Village to learn about the impact of Native Americans on their community.

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 at Spencerville Elementary participate in library, physical education, music, technology, and art in a rotating schedule. We believe that these curriculums are essential to delivering a well-rounded education.

The goal for the students in the library is to develop a love of books and a joy for reading, by exploring new and intriguing ideas through the weekly utilization of the library. The staff focuses on three instructional approaches for the K-4 students who visit our library during their weekly specials. We instruct the students

in the process of accessing the availability and location of books through the use of the electronic online catalog. The students' listening skills and appreciation of the spoken word are enhanced by adult volunteers who read to the students daily. The staff introduces new authors and has interactive discussions with students of the authors' biographies and their publications during the Author of the Week lessons.

The philosophy of the K-4 Physical Education (PE) program is to develop physically literate individuals, according to the national PE standards. With that goal in mind, our program works to provide each student with the knowledge and tools needed to support a healthy body, mind, and social-emotional wellness. While working towards this goal, the students develop a strong work ethic, problem solving skills, self-motivation, self-worth, pride, and the ability to work as a team. These life skills and abilities help each student become more productive in the classroom as well as the work force.

The K-4 music program uses the Kodaly Method to Music Education inspired by Hungarian composer and educator, Zoltan Kodaly. Our primary goal is to make music accessible to all people and cultivate a love and appreciation of music, that is supported by direct experience. Throughout the year, lessons are designed to engage students in singing, listening to music, responding to music through movement, games, and activities. Lessons are carefully crafted to give our students the foundation they will need as future singers, instrumentalists, and music lovers. It is our hope to instill a love for music that will be passed down from generation to generation.

The focus of the K-4 technology program includes computer literacy referring to the general use of the computer and its programs. Educational technology applies to finding ways to support core subjects with the use of technology. Digital citizenship is incorporated for teaching students how to responsibly use technology. Technology in the school enhances the learning of every student, while developing critical thinking skills, which will help students understand things on a new level. Developing problem-solving skills encourages students to think outside the box, as well as builds character in the ways of persistence and perseverance. Our technology class helps students to be creative and collaborative to accelerate student learning.

The K-4 art program focuses on children perceiving, producing, responding, and reflecting on various art forms. Students are challenged to discover and learn problem solving and technical skills that can be used today and in the future. Often art instruction intersects and enhances other areas of learning and can expand students' understanding of the world around them. Instruction in the arts can help develop self-awareness, social awareness, and relationship skills. Visual arts teach a wide range of human values and concerns, and provide students the opportunity to create and express. Student artwork is displayed, allowing students the chance to shine and share a part of themselves with the community.

We offer a comprehensive school counseling program that includes whole grade assemblies, classroom lessons, small groups, and individual one-on-one sessions. The assemblies focus on topics that are age and developmentally appropriate, such as teaching calming skills for testing anxiety, or managing big emotions. We use the Second Step Bullying Preventive program to teach monthly classroom lessons. This curriculum focuses on educating our students to recognize, report, and refuse this behavior by teaching them to stand up for themselves and others. Our program integrates character education by challenging our students to take responsibility in creating a school that is safe and respectful to all students, and encouraging them to be empathetic towards others. Small groups and one-on-one sessions allow us to focus on topics such as conflict resolution, positive interactions, and changes in family dynamics. This comprehensive proactive approach allows us to teach our students the social skills and strategies they need to manage their emotions and socially interact in a healthy way. At Spencerville schools, students' social and emotional health determines the success of their academic learning.

3. Academic Supports:

3a. Students performing below grade level

Spencerville Elementary School believes that all students have the ability to learn and grow. It is the job of the staff to close learning gaps for students who are below benchmark and accelerate the learning for

students who perform above grade level.

An intervention time of one hour is built into each day for grades K-2 and for 50 minutes for grades 3 and 4. All students are given a diagnostic assessment at the beginning of the year. Aimsweb provides a clear picture of deficits in math and reading. The reading data is used to determine which students attend the Reading Center. The Reading Center is taught by Title 1 teachers and uses a program called Peer-Assisted Learning Strategies for grades K and 1, and Leveled Literacy Intervention for grades 1-4. These programs are taught in a small group setting, providing intense instruction for these students. The program for grades 1-4 is meant to be a yearly program, however students can move in and out of the program based on their needs.

While some students attend the Reading Center, other students are receiving interventions for reading and math in a variety of settings. Math and reading fluency begins each intervention time, practicing “read for speed” and basic fact fluency. Remediation proceeds, focusing on the needs of each group. The groups are flexible and rely on formative assessments to determine which students receive specific types of instruction. Each week, students are administered progress monitoring assessments to determine their individual growth. This data is brought to monthly at-risk meetings to discuss what types of interventions are appropriate and if they are closing academic gaps.

Teachers also differentiate instruction within the classroom to meet the needs of their students who are performing below grade level. Teachers provide a variety of supports for their students, including anchor charts, graphic organizers, peer-teaching, manipulatives, visual representations, and technological supports.

3b. Students performing above grade level

All Spencerville Elementary students receive cognitive and content-based gifted screening in first and second grade. We have a full-time gifted intervention specialist who services students daily in grades 2-4 during the intervention and enrichment period. These students receive small group instruction that includes high-level thinking and hands-on learning at advanced levels. The gifted intervention specialist collaborates with classroom teachers on a variety of classroom units. Lessons are taught collaboratively to enhance grade level standards.

While not all students may qualify for gifted services, enrichment opportunities are provided for those students who need challenged in the typical classroom. During intervention time, these students receive instruction that enhances and deepens their understanding of content standards in ELA, math, science, and social studies. Many students work cooperatively in small groups to create hands-on projects through a guided approach. Teachers differentiate within the regular classroom time and group together above grade level students to advance their skills. Many students receive different assignments and assessments that challenge and enhance their knowledge based on the Universal Design for Learning.

3c. Special education

Fifteen percent of the student population at Spencerville Elementary School is identified as having a disability. The majority of the students receive instruction in an inclusive classroom. All teachers who teach inclusively for ELA and math have received co-teaching training so they can deliver high quality instruction to their students. The general education teacher and the intervention specialist plan together and share the responsibility in educating all students. They utilize a variety of configurations, including parallel teaching and station teaching, to deliver instruction. Supports and accommodations are provided for the students as needed, as well as modifications made for assignments and tests. Our intervention specialists provide assistive technology devices such as reading pens and tablets that are equipped with speech to text and text to speech supports, allowing students access to the general education curriculum.

All staff have received extensive training in developing lessons and using supports to help meet the needs of students with disabilities. They are given opportunities to work with the intervention specialists to share strategies to be used within in their classrooms. The expectations for all staff at Spencerville Elementary is for the general education teacher to modify their curriculum as necessary and create accommodations based

on their IEP goals.

A small percentage of our student population has extensive cognitive delays and physical needs that cannot be met in the general education classroom. These students receive their instruction in a resource room through the Allen County Educational Service Center which is housed in our building. All of the students are paired with a general education classroom where they attend morning work and spend time interacting with their typical peers. They attend essential classes with their general education classmates, typically accompanied by a paraprofessional.

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:

Spencerville Elementary School believes it is critical to develop the whole child and that positive relationships with students are key to helping students achieve academic success. Spencerville has implemented PBIS for the past several years. Positive expectations for student behavior for all areas of the building are taught and modeled at the beginning of the year, as well as at critical times throughout the school year. Positive reinforcements are given to students daily. Each grade level has their own age-appropriate rewards system that supports positive behaviors. Celebrations are held weekly, monthly, or quarterly to honor students with outstanding behavior. Students with behavioral issues utilize positive behavior charts that reward them for following classroom rules and procedures. Rewards are earned on a daily and weekly basis and are based on student interest.

Along with PBIS, Spencerville Elementary has fully implemented PAX. By focusing on positive behaviors, PAX builds self-regulation and reduces impulsivity in students. This program helps students develop positive peer relationships and has significant impact on academic and social-emotional achievement. The PAX strategies are evidence-based and are aligned to support all students, especially those who have come from trauma. Students who have received positive letters, “Tootles”, from their teachers or peers have them shared over the announcements and are able to recite the pledge of allegiance each morning. Tootles are posted on grade-level bulletin boards to display exemplar behaviors. Short interactive brain breaks, “Granny’s Wacky Prizes”, are played by winning teams who follow expectations based on their classroom vision. These prizes are fun and engaging activities that reinforce being a PAX leader.

Spencerville Elementary believes that the opportunity to play is critical in a child’s development. Students in grades K-2 have three recesses per day and in grades 3-4 they are given two recesses per day. Students need time to interact and progress their social skills and recess is the most effective means to aide in this development.

Students are recognized by the counselor on a monthly basis. Teachers nominate students who display strong character traits throughout the year. The counselor collaborates with local businesses to provide various types of rewards, such as shirts, water bottles, and gift certificates.

The fourth grade boys participate in a program called Guys with Ties. Our athletic director, two local community members, and four high school students teach this all-male program. The focus is to teach our boys appropriate ways to handle situations, which will guide them into becoming leaders of their communities.

Our local police department is visible throughout the day and interacts with our students. They visit classrooms, hallways, and the cafeteria. Often students are “ticketed” for displaying good behavior towards others and showing respect for others in the community.

2. Engaging Families and Community:

Spencerville Elementary School believes in the notion that it takes a village to raise a child. The school involves various community and parent partnerships to help meet the diverse academic needs of its students. The school provides numerous opportunities for parents to be involved in the academic and emotional needs of their child. The school holds an annual open house for parents to have the opportunity to meet and get to know their child’s teacher. Within this time, the teachers provide an assortment of ideas and activities that will help to build positive relationships between the parents and school. The school hosts a parent night that targets at-risk students and provides parents with quick and simple activities they can do at home to help close achievement gaps.

The attendance is high for parent teacher conferences and parents are encouraged to give feedback to improve the quality of the conferences. The elementary has a kindergarten roundup for future kindergarten

students and their parents. They are involved in a treasure hunt that lets them explore the building and see all of the opportunities that they have at Spencerville, which includes riding a school bus. Spencerville has a Donut Drop-in and Wax Museum day that involves all K-4 families to engage in community fellowship.

Spencerville Elementary collaborates with the Parent-Teacher Organization (PTO) that provides celebrations and engaging academic experiences for all K-4 students. The PTO sponsors many positive incentive prizes for the PBIS initiatives, as well as all of the field trips for the students. The annual PTO Laps for Learning fundraiser is an exciting field event day that the students and community members look forward to each year.

Spencerville Elementary partners with the Cornerstone of Hope counseling agency. This agency provides training for both parents and students about anxiety coping strategies. The staff has been trained to recognize and support students who have experienced trauma.

Charles Rivers is a local business in Spencerville that offers many opportunities for Spencerville students. The business donated shirts for the fourth grade Guys with Ties program, as well as supplies for homeless students, breakfast for testing days, and coats for kids. The local nursing home partners with Spencerville Elementary School. Students correspond with the residents through letters and frequent visits. The local Veterans of Foreign Wars provides a citizenship award for a male and female fourth grade student. These students are recognized for their exemplar character qualities and community leadership. The Lion's Club sponsors the Going On Or Defeated program. This program believes that students who have good attendance, good listening skills, good work habits, and good citizenship will become a good student.

3. Creating Professional Culture:

Spencerville Local Schools believes that professional development plays a vital role in teacher effectiveness. Spencerville Elementary has provided a variety of training opportunities for its staff. The professional development presented is building-wide and personalized to meet the needs of its staff. Upon adoption of a new assessment tool and new curriculums for ELA, math, and science, professional training from the company's providers was given to all staff. New programs cannot be implemented with fidelity, nor can the effectiveness of the programs be expected, without proper training. Based on state test scores, the staff determined a need to better support our students with disabilities. All of the Spencerville Elementary staff has been involved in assessment literacy training by Dr. Reigel to help them understand how to use formative assessments to drive and differentiate instruction for all learners. The entire staff has been trained to unwrap standards and use the learning progressions and extended standards. This helps students with disabilities and struggling students access the concepts and create building blocks that are aligned to Ohio's Learning Standards.

Spencerville Elementary believes that assisting teachers with new and innovative ways to enhance instruction is key to developing life-long learners. The staff is encouraged to attend a variety of trainings that will enhance their students' educational experiences. All of the teachers involved in the inclusion classrooms have received co-teaching training to help them have the greatest impact on student achievement. The K-2 staff has adopted guided math which focuses on small group instruction. The staff has attended guided math conferences to help them implement the program successfully. The staff determined a need for phonics training; therefore, all of the K-2 staff has received Orton-Gillingham and Phonics Dance training.

The Spencerville Elementary staff has a culture of collaboration within the building. The staff and administration meets monthly to discuss at-risk students and strategies that can best help close the achievement gaps for those students. Each grade level has common planning time so the teachers can plan for co-curricular opportunities, as well as how to support all students during their intervention and enrichment time. Several elementary staff members were involved in a book study for the Universal Design for Learning. This design enables teachers to reach all learners.

4. School Leadership:

Spencerville Elementary believes in a collaborative leadership philosophy. This philosophy supports the notion that if teachers are involved in the decisions, then they are more likely to implement them, creating a positive school climate. This gives staff the tools to make important decisions for many of the programs and activities that influence the academic and social needs of the students. The staff is a devoted and professional group of educators who are valued and appreciated.

Spencerville Elementary has a Faculty Advisory Committee that is comprised of trusted staff members who act as the bridge between staff and administrators. They address concerns of the staff and work with the administrator to develop appropriate solutions. The elementary has a PBIS committee that works together to create fun and innovative ways to reward students for appropriate behavior and build a positive learning environment. The committee is responsible for analyzing data and working with staff to create a safe, respectable, and responsible school community. Spencerville Elementary supports their PAX implementation from within, having a few teachers trained as PAX Partners, to help model and support the program for the teachers. This approach enables teachers a safe and supportive process to grow.

Spencerville Elementary has a Parental Involvement committee. This committee discusses ways to increase parental involvement and addresses needs based on parent surveys. The Social committee meets to create ideas that help maintain positive relationships within the staff. Monthly activities help to bring the staff together, creating a supportive environment. Spencerville Elementary collaborates with their Parent-Teacher Organization. They have staff members who attend the monthly meetings to help determine fun and engaging activities for the students, as well as ways the PTO can support academics.

The administration has the staff research, evaluate, and pilot new curriculum and programs. The staff meets within their grade level teams or content areas to perfect the use of their curriculums. This allows staff the opportunity to share best practices and support professional growth. The administration encourages collaboration and allocation of time to work together.

Several teachers at Spencerville Elementary support local university students through student teaching and field experience practicums. We recognize the need for high quality teacher candidates and want to be involved in helping to train and develop our future educators.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The positive interaction of the staff with their students, parents, and colleagues, is the one practice that has the greatest impact on the success of Spencerville Elementary School. Teachers implement PBIS fully and with fidelity. The focus of interaction with students is positive and enables students to know what is expected of them. PAX is embedded within the school, teaching students to take ownership of their behavior and strengthen their ability to self-regulate. Student celebrations are encouraged throughout the year. The staff values the importance of educating the whole child by understanding the developmental needs of their students.

The staff at Spencerville Elementary maintains positive interactions with parents. Weekly newsletters are sent home providing information of what students need to be successful. They send Tootle notes home and notify parents of the positive behaviors that the students displayed throughout the day. The staff communicates with parents and provides assessment data to inform parents of their child's present skill levels and what plans are put in place to help students learn and grow. They host a parent night, modeling ways parents can support learning at home. The staff encourages open communication with parents to share about their child's positive behaviors and academic successes. Upon the sudden school closure during the Covid-19 crisis, the staff quickly came together and engaged parents with online platforms. These platforms allows teachers to interact with students and parents by providing daily lessons and supports.

The staff interacts in a positive manner with one another. Teachers meet throughout the summer to plan and hone instruction, without any expectation of compensation. They attend professional development opportunities with excitement and enthusiasm, wanting the chance to grow as educators. They work together to share ideas and build their knowledge so that all teachers can be successful. They support one another when faced with personal challenges. No matter what they may be going through at home, they greet each student with a smile and provide a positive learning environment for the students. The Covid-19 crisis pulled the staff together in a positive way. The staff worked tirelessly to support one another, making sure each knew what needed to be done to help our students maintain a stable learning environment. They continue to network together, sharing ideas and innovative strategies to create a healthy atmosphere. The staff of Spencerville Elementary fosters the academic, social, and emotional development of our students, no matter where their learning takes place.