

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 Mr. Joseph Wank
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 4700 Sugar Ridge Road
(If address is P.O. Box, also include street address.)

City Pemberville State OH Zip Code+4 (9 digits total) 43450-9626

County Wood

Telephone (419) 287-3200 Fax (419) 833-1123

Web site/URL http://www.Eastwoodschoools.org E-mail jwank@eastwoodschoools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. William Welker E-mail bwelker@eastwoodschoools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Eastwood Local Schools Tel. (419) 833-6411

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

Date _____

(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Denis Helm
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration includes one or more of grades K-12. Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

Data should be provided for the most recent school year (2019-2020) unless otherwise stated.

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

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 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	52	47	99
1	52	54	106
2	55	61	116
3	49	51	100
4	56	58	114
5	54	61	115
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	318	332	650

*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):
- 0.3 % American Indian or Alaska Native
 - 0.6 % Asian
 - 0.7 % Black or African American
 - 4.9 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 89.3 % White
 - 4.2 % Two or more races
 - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2018 - 2019 school year: 6%

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

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

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	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	26
(3) Total of all transferred students [sum of rows (1) and (2)]	41
(4) Total number of students in the school as of October 1, 2018	636
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Russian

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

2 Total number ELL

7. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

8. Students receiving special education services: 14 %

91 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>10</u> Autism | <u>4</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>32</u> Specific Learning Disability |
| <u>4</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>3</u> Intellectual Disability | <u>1</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 3

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	11
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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

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	96%	96%	96%	97%	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.

Through the Eagle Way, Eastwood Elementary School is committed to creating Elite Experiences for our students, staff, and community.

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

PART III - SUMMARY

Eastwood Local Schools covers nearly 112 square miles in Northwest Ohio. The community has a strong agricultural base along with several small villages and unincorporated areas. Residents work locally and in the greater Toledo, Ohio area, and Bowling Green in professional capacities,

manufacturing, and the service industry. The median income for the district is slightly higher than the state of Ohio. There are pockets of poverty in the district and transience along with an increased number of adverse childhood experiences per student is becoming more prevalent.

Student success is predicated on having a strong research-based educational program coupled with a strong school culture that supports all students. Eastwood Elementary School uses Professional Learning Communities to help grade levels determine the core competencies

specifically in ELA and Math along with assessment practices that measure student growth and progress. We use the data from those assessments to provide interventions and enrichment.

Our schedule is designed to provide teachers with common planning time where teachers can gather to discuss student progress and to ensure that our intended program is being implemented. In addition, each grade level has a 20-minute intervention and enrichment time set aside where additional supports are available for teachers. Our reading programs in all grades have leveled reading materials and flexible groups tethered to anchor texts that are engaging. Students are expressing how much they love reading, and their growth supports this.

Our math program is based on Singapore Math and has produced outstanding results for students, yet we continually look for an engaging curriculum that will further support student outcomes.

Perhaps our biggest strides have been in building more systematically on what has been a strong school culture. Our foundation is the Eagle Way which identifies our core beliefs as well as the behaviors that are consistent with those beliefs. Together we look to create outstanding

experiences for our students, staff, and the community as a whole. What has improved over the last 2-3 years has been the application of the Eagle Way within our PBIS matrices throughout the building. Along with PBIS, we use Zones of Regulation and PAX to help our students understand how they are feeling and identify ways they can alter their behaviors. PAX allows us to help bring focus to the classroom and in our movement throughout the building creating a better learning atmosphere. As we see more students who have experienced trauma, using trauma-informed practices provides our students with a caring atmosphere where they can grow.

While mentioned in another section, one of the more innovative things we have done is to alter the kindergarten and first-grade schedule to support reading instruction. Each day teachers in those grade levels have 30 uninterrupted minutes of small group reading time where they have 6-8 students and the rest of the class is involved in literacy development or structured play led by paraprofessionals. It is a huge investment, but we are seeing strong growth as a result of the small group focus without interruptions.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Our philosophy in education, regardless of the subject area, is to use the Better Today than Yesterday, Better Tomorrow than Today approach. We truly try to find the student's level and understanding, then build from there. We believe that we need to be flexible and creative in our delivery to our students with research-based, successful approaches. We are very comfortable in finding alternative methods to reach our students for them to see and have success. We are a blend of successful approaches from the past interjected with newer ideas and techniques that hopefully spur interest and engagement.

Our district is very fortunate to have a community that is involved in their child's education. We continually communicate with our parents and find success is more attainable with the investment of the community.

We believe a strong culture is vital to being a successful school. We believe in our Eagle Way approach and work to educate our students on the tenants of it. We do what is right, do the best we can, and treat others as we want to be treated. This belief drives our instruction and behavior expectations, not only of our students but also the staff of the building. We collaborate as a grade level weekly and build on successes in classrooms and grade levels.

I feel that the high expectations within our building of ourselves and students drives what actually occurs academically. Students know we want them to succeed, expect them to succeed and are willing to adjust to help them find success. Once they have some success, most of the time they continue to work for it, which is the best version of them.

Our core philosophy is centered on a common set of beliefs, behaviors, and outcomes called the Eagle Way. The Eagle Way has been our guiding set of principles for over a decade. And forms the foundation of our PBIS systems. We believe that our students should Do What's Right, Do the Best They Can, and Treat Others the way They Want to be Treated. Each of those beliefs are accompanied by a series of behaviors that are taught uniformly throughout the district with lessons created to ensure that our school culture, based on these core beliefs, is there to support all students.

Student success is predicated not only on a strong academic program with multi-tiered interventions and supports, but it must also be accompanied with a system to develop critical behavior skills. It is the district's belief that student academic success is impacted not only by their innate abilities, but by their behaviors skills i.e. grit, perseverance, growth, caring and overall investment in the educational community. Our goal is to find the mesh point where academic and behavior skills merge to support the overall growth of the student.

Finally, Eastwood Elementary School has a clear understanding of their "Why?" Why do we get up in the morning? What drives us to be the best we can be? Why are we constantly driving to improve our culture? Our "Why?" is simple. We are here to create Elite Experiences for our students, our staff, and our community.

1b. Reading/English language arts

We are using two reading programs in our K-5 program. Our lower grades use the Fountas and Pinnell reading series. We are in our second year of this program and the teachers really feel that it is a strong program. One key to it being successful is in how interesting the small book

selections are. Students really are engaged by the book selections for the interactive read-aloud, small group guided reading books, and independent reading book choices. High interest leads to stronger student connections and more success.

Our kindergarten and first-grade classrooms also have a unique method for small group instruction. Instead of doing work stations within the classroom, the teachers work with the small groups of five or six students only and the rest of the classroom leaves to go to other stations outside of the teacher's instruction, thus leaving the sole focus on the students in their small group for twenty-five minutes. This connection is building strong individualized instruction that focuses on the academic needs of the students and allows teachers to provide targeted intervention or enrichment during their small group time that is now uninterrupted. Our district has committed many support personnel to this type of instruction and we are excited about the results it will produce.

Our fourth and fifth grades use the American Reading Company program. This also is a high interest, leveling program where the love of reading is ingrained in the program. To have our older students excited about reading and the activities of the program really increases engagement.

We are continuing to look at some different techniques and technologies to raise interest and motivation within our students for them to reach their full potential. We talk a lot about having "grit" in all subjects and believe that this is a vital component of our ELA program.

1c. Mathematics

Our overall philosophy of mathematics is that it is key to having a successful academic career, regardless of what your future expectations are. Having a strong fundamental hold on mathematics allows our students to open doors and opportunities for the choices they make in the years to come. We devote a large block of time daily to our mathematics, along with our English Language Arts, as we feel they are the cornerstones of a strong education.

We currently are in the process of looking at different math series options. We currently use Go Math and have adjusted in our lower grades to using different supports of Reagan Tunstall and Deanna Jump. Our older grades continue to use Go Math and supplement it with different

activities to support key topics. We have completed an analysis of our performance on standards and our textbooks and have identified areas that need support and where we were already strong. This process has helped our staff to become very confident in what is being taught and when and how to lead instruction.

We have a strong commitment to building a solid foundation for our math students. We work on the fundamentals of mathematics and continually try to embed higher-level thinking skills into lessons, when appropriate. We continually adjust our teaching methods to meet the needs of our students, through many different avenues, like before and after school tutoring. We also have a period within our day called intervention and enrichment, where students are split up to meet their individual needs in either ELA or mathematics. Some work on reviewing concepts and some work on enriching the concept with more in-depth discovery. This period is typically two days a week for English Language Arts and two days of Mathematics and one day for grade-level meetings on culture or incentives or other activities that need to be accomplished that could take academic time.

1d. Science

The science standards and strands of Earth and Space Science, Life Science, and Physical Science is taught in a variety of ways with a focus on inquiry-based learning experiences. Thus, working in partnerships and teams is common. Collaborative learning has helped our students to better learn science standards and develop skills such as problem-solving, leadership, and communication, and results in much more diversity of thought. The incorporation of 21st Century Skills is an important aspect of our science instruction. Science teachers teach the Scientific Method and use the Science Model as foundations for science instruction. Opportunities for students to observe and analyze are common. Experiments and projects provide a richer experience and broader and deeper understanding of the science standards. While addressing content standards, math is integrated frequently to help students to use and further develop math skills. Some of our teachers conduct parts of lessons outdoors

also, such as learning about our water cycle and going outdoors as a culminating activity to release butterflies after observing and studying the life cycle. Our science teachers schedule guest presenters throughout the year to heighten interest in science and reinforce classroom instruction. Guest presenters include a representative from Natures Nursery Center for Wildlife Rehabilitation and Conservation, a local Meteorologist, and a local greenhouse owner. Our teachers try to keep students actively engaged and to make science fun.

The science department builds STEM classroom activities into their lessons to improve science literacy, stimulate students' interest in science, improve critical thinking and problem-solving skills, and foster creativity. We also hold a STEM night in the spring.

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

Using Ohio's Learning Standards for Social Studies and the Model Curriculum, Eastwood Elementary's approach to Social Studies instruction is one that includes integration. Social Studies concepts are taught and discussed in whole group and small group settings. Individual application of concepts is regularly completed through lessons as well as opportunities for written responses.

Our teachers understand the importance of students learning the foundational principles of history, geography, government, and economics. They instruct Social Studies standards as stand-alone lessons, but they also incorporate these standards into other curricular areas. One

area that is especially emphasized is using Social Studies content to strengthen students' ability to read and interpret the informational text. An integrated approach is particularly beneficial when Social Studies instructional time is sometimes compromised.

Teachers also incorporate technology with online resources frequently and use activities and simulations so that the curriculum comes to life. Our teachers believe that hands-on experiential learning is important in Social Studies.

As an extension of the classroom, our teachers plan field trips to enable students to experience concepts taught. Trips include locations such as Sauder Village in Archbold, Grand Rapids Canal, Greenfield Village, and others.

While Social Studies is not a state tested area, our teachers convey the importance of the information by following the direction of the National Council for the Social Studies. Teachers help our students to be able to take learned concepts about our past and apply them to situations today.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Eastwood Elementary's Encore courses include Art, Music, Library, Technology, and Physical Education. Each area teaches skills that focus on instruction and activities specific to the special content area, as well as, essential skills and knowledge which benefit all educational areas. The goal of all educators at Eastwood Elementary is to collaborate together to create learning opportunities for students, which engage students and foster life-long learners.

In addition to teaching students increased knowledge and skills with Art content, our Art teacher works with content area teachers to teach students strong analytical and critical thinking skills. The Art curriculum helps our students develop visual-spatial skills. Through drawing, painting, and sculpting, Eastwood students are provided with opportunities to use, explain, and decipher visual information. These skills can be utilized in other content areas or real-life experiences.

Music teachers educate and provide activities for students to explore singing voices, manipulate instruments, and demonstrate skills related to pitch, tempo, and rhythm. Through music, students are able to develop language and reasoning skills. Students learn how to extract meaning and information from music, similar to text information in the content classrooms. Much like interpreting music, students utilize skills to understand and communicate literal and inferential information in texts.

Eastwood Elementary's librarian has created a literature-rich environment with a variety of flexible seating options which motivates students to engage in reading. The librarian selects an age-appropriate book to read aloud each class period. Students are encouraged to interact with the text throughout the read-aloud. Students practice pre-reading skills, such as making predictions and connecting background knowledge to the title.

Students self-monitor comprehension of the text during the read-aloud through ongoing comprehension questions, discussions, and think-aloud. After the read-aloud, students summarize and reflect on the reading, sharing differing opinions and evidence to support those opinions with their peers. Students are also given time to select independent reading material based on differentiated interests and reading abilities. The literacy skills practiced during library time are carried over to the classrooms, where students interact with text every day.

Technology is an integral part of every classroom. In the technology lab, elementary students are taught keyboarding skills, how to access school email, and appropriate use of online resources. Students learn to use a variety of digital tools, such as virtual field trips, 3-D virtual reality, Google apps for education, and QR codes. The Technology instructor collaborates with the classroom teachers to facilitate students with the use of Schoology, a learning management system, to instruct, assess, and communicate class content information with students. Students are also taught how to use iPads for center activities and independent work, which differentiate activities for students based on individual reading and content-specific skills. When used appropriately, technology engages and enhances the learning experiences for all children.

Physical education is a necessary component of every student's well-being. The Physical Education teacher promotes a healthy lifestyle for our students, which includes physical activity, as well as, healthy nutrition. During Physical Education classes, students participate in activities that promote healthy food choices and good exercise habits. Additionally, students are taught to respect each other throughout the competition, encouraging teamwork, good sportsmanship, and building leadership skills. These skills are also modeled in the classroom, where students learn to work together, problem-solve, and value each other's opinions and beliefs.

Our Encore teachers collaborate weekly with the entire elementary staff through team meetings and informal discussions. Together, they plan instruction, share resources, and discuss the strengths and areas of need for all students. Our staff works together to promote the Eagle Way, to build a culture where students respect themselves and each other. We encourage our students to demonstrate beliefs, behaviors, and outcomes that support the entire elementary community. Students and staff build trust, celebrate growth and feel valued in the school environment. The collaboration of Eastwood Elementary staff members contributes to the ongoing school improvement of our building and the success of all of our students.

3. Academic Supports:

3a. Students performing below grade level

We have many options for supporting our students who are not performing at grade level. With a focus on our English Language Arts, we provide different options for students to find success. Obviously, from Kindergarten on, we have certain state requirements for identifying students who

need academic support. We collect data and do regular check-ins with students to monitor if our interventions are showing growth. We have our intervention/enrichment time devoted to improving reading and comprehension, especially at the younger grades, but also at our upper grades. Our partnership with the

Bowling Green State University provides a collaborative approach as we bring in reading tutors for our students. We feel the connection that they make with our students is important on many levels.

This high level of interest in our reading materials has shown increased motivation and focus on doing the work. This variety of reading materials allows students, who are below grade level, to continue in the room without losing direct instruction from the educator. We also use our very unique small reading group rotations as time slots for additional reading support. While the student receives the direct small group instruction from their teacher, when the groups rotate, additional time is spent working on some of the needs specific to that group of students or a portion of that group of students. This is in addition to our regular intervention specialists supporting students and our two Title One teachers.

We also have a different form of summer school. Instead of hosting a two-week summer school, we hold ours throughout the months of June and July. Students come to school for half-day sessions on Tuesdays and Thursdays. We feel that this slows the summer slide and allows students to focus specifically on ELA and math skills.

3b. Students performing above grade level

The basis of both language arts programs adopted at Eastwood Elementary is centered on the belief that literacy is a continuum. The progress of readers and writers is not a step-by-step process, but rather a pattern of evolving progress over time. Teachers provide learning opportunities that motivate students, enhance their literacy experiences, and allow students to grow at their own pace. Eastwood's literacy programs focus on four key principles. First, the language and literacy curriculum provides daily opportunities for students to read books of their choice independently. Next, students engage in conversations about a variety of texts through whole group discussions, small group collaboration, and individualized conferencing with teachers, allowing students the opportunity to reach their fullest potential. Third, students extend their understanding of the text through a variety of writing activities, open-ended to allow students to expand their thought process, and relationships with literature. Finally, guided reading offers small group support and explicit teaching to help students working above grade level to take on more challenging texts. Students participate in Book clubs to build relationships with peers, articulate their perspectives of text, share understandings about the larger meaning of the text, and

how the text connects to their lives, other texts, and to the world.

Eastwood Elementary students also participate in the Eagle Program. This program is provided for students working above grade level one day each week. During this time, students who are cognitively gifted develop divergent and convergent thinking skills. They work collaboratively to creatively problem solve. Students are provided challenging activities to enhance visual thinking, evaluative thinking, and in-depth research. Additionally, students are engaged in social-emotional learning activities, utilizing communication skills, and active listening skills. Students in the Eagle Program are facilitated with leadership opportunities that match student interests and promote social/academic growth.

3c. Special education

In every classroom, teachers are working with children who find literacy learning difficult.

Eastwood utilizes many types and levels of support to meet the diverse needs of every child. We have a multi-layered and coordinated approach that offers high-quality instruction in a variety of forms necessary to serve each child at the level needed. Instruction begins with high-quality instruction in the regular classroom. Special education students participate in a variety of literacy activities with their peers including Phonics, Shared Readings, Interactive Read Alouds, Reading mini-lessons, and Shared/Interactive Writing Activities.

Additionally, every student works in a small group for guided reading and writing activities. In these small groups, children have the opportunity to read an instructional leveled text to help them expand their reading abilities.

Our special education population also receives a small group or individualized supplemental instruction that focuses on specific curricular goals. Interventions are provided to special education students in grades K-3 through LLI, Leveled Literacy Intervention, to close the

reading gap between struggling readers and grade-level competency. Students in grades 4-5 receive strategic intervention instruction with American Reading Company's foundational skill tool kits. The toolkits assist teachers in providing differentiated, targeted skills instruction. The mini-lessons are designed to provide ongoing, intensive interventions to help students build knowledge of vocabulary, targeted code-based skills, and knowledge of word structures. At Eastwood, we believe a comprehensive approach between high-quality classroom instruction and multi-layered, focused supplementary intervention services is the key to literacy success.

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

As discussed throughout, Eastwood Elementary's literacy program is differentiated to meet the needs of all students. ELL students participate in an inclusive literacy classroom, context-enriched environment. Shared reading experiences are created for our ELL students, where all students are encouraged to communicate about the text, listen to others' perspectives about the text, and connect with high-quality literature. ELL students also participate in small group guided reading activities. Guided reading lessons are facilitated by teachers to meet the language deficits and maximize learning opportunities for our ELL students.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Eastwood Elementary has high expectations for students. While striving for great academic achievement, students are nurtured in many ways to make optimum growth socially and emotionally as well. The climate is incredibly child-centered.

Teachers engage students daily in meaningful lessons and meaningful conversations to ensure vital connections are being made. Students experience risk-free classroom environments and feel comfortable reaching out to staff members for any need they may have. Teachers understand the importance of teaching the whole child.

Academically, our teachers demonstrate a philosophy of meeting each child where they are and taking them as far as they can. Differentiation is natural, as teachers are always focused on the needs of each individual child. When students struggle with a particular subject area or concept, staff members invest themselves into trying another way to help the student learn. They are never done with developing ideas and with seeking all resources (school personnel, outside of school personnel, supplementary resources,

and more). Teachers praise the effort and progress of students, not just the top accomplishments. As an extension of our Eagle Way philosophy, teachers encourage every student to simply try their hardest and do their best.

Social growth is both taught and facilitated by a variety of school programs and methodologies. In classrooms, group work and partner work is common. Through this structure, students are taught and practice concepts such as communicating ideas clearly, listening to others' viewpoints, ways of handling disagreement and conflict, and how to work as a team to come up with the best solutions. Beyond the classroom, these same concepts are encouraged in large group settings such as the cafeteria, playground, buses, and school assemblies. Our school counselor provides many group and individual sessions addressing social situations based on incidents that have occurred as well as proactively doing role-playing. Other related services personnel, such as our intervention specialists and our speech pathologist, also teach through social stories.

Our school understands that emotional stability and growth is the key to any academic growth we hope to create. Our staff knows that we must tune in to each child's emotional status and needs and work hard to address them or find the appropriate person/agency to assist. Emotional growth is a common topic at teacher/administrator/school psychologist meetings each month. Endless strategies are incorporated in school and contacts are regularly made with families to try to best help students maintain emotional stability and grow throughout each year in their ability to handle stress, relationships, academic rigor with grit, home situations influencing

school performance, and learn to self-regulate their emotions. Our Zones of Regulation program is a great example of this and our Regulation Station (sensory room) has been highly beneficial for students.

2. Engaging Families and Community:

Eastwood Elementary is fortunate to be in a community that is very supportive of the school district and especially of the elementary. The residents of this district are supportive by their praise, their volunteerism, their finances, their attendance at school events, and in the many ways they encourage the students to do their best.

In this community, our students' families actively participate in their children's education and in the operation of the schools in a variety of ways. We have a parent organization (PTO) that assists through volunteering as needed and provides supplemental funds to enable us to have resources that we would not otherwise have. Our parents and grandparents also attend school events, provide valuable ongoing feedback,

and daily engage with school staff to strategize how to best meet students' needs. Parents are

informed of school achievements and challenges through our district communication, school newsletter, frequent building emails, individual teacher (or team) electronic communication (such as Bloomz, Schoology, Remind), conferences, telephone calls, class newsletters, Eagle Way cards, and much more.

The Eastwood residents who may not have children currently in school are also incredibly supportive. A huge majority would speak very highly of the schools and are quick to assist in any way they can. An example of this is our local businesses, who provide guest speakers, supplementary materials, funding, and school rewards. We have active participation from many businesses, with some of them being our local library, Portage Valley Nursing Home, local restaurants, t-shirt business, churches who assist with families who have food insecurity, Wolfe's Greenhouse, and police and fire departments. We have a wonderful relationship with our towns' mayors and have been able to collaborate on school/community events. The annual senior citizens' luncheon held at a legion hall is very successful. In addition to local businesses and non-profits, we have a great partnership with Bowling Green State University. They have provided hundreds of tutors for our students and we have provided the opportunity for many education majors as student teachers. Our parents and other residents have consistently sought and obtained opportunities to be a part of our district's decision-making committees, such as our technology, facilities, levy, and finance committees. We benefit greatly from the support and involvement of our families and community.

3. Creating Professional Culture:

The environment at Eastwood Elementary for our school staff is one that is positive, high energy, and collaborative. Teachers feel valued and supported from district leadership, building leadership, parents and students, and from each other. Achievement and effort is recognized, and involvement is encouraged.

The first way in which teachers, and actually all staff, feel valued and supported is through the various means of praise. Teachers are highlighted for their effort, accomplishments, and contributions through newsletters, staff meetings and inservices, individual or small group conferences or notes, and many other methods. Parents and students are also willingly praiseful of our teachers. Teacher appreciation week is a big annual event, but it extends in other ways throughout the year. Another avenue in which teachers feel valued and praised is through the evaluation process, which is highly collaborative and completed using a strength-based approach.

A second way in which teachers are valued and supported is by actively seeking and incorporating their opinions, feedback, ideas, and involvement in completing important work within the school. There is a large degree of shared leadership. While under the umbrella of the district and building vision, teachers are regularly involved in planning, and even leading, components of our professional development. Teachers constantly meet throughout the school year and in the summer to develop consistency and excellence in pacing guides, lessons, materials, activities, and assessment. They also meet to discuss and devise strategies for helping struggling students academically, socially, emotionally, and behaviorally. Teachers help us ensure that we are providing the most applicable professional development and as specific as possible to building and teacher-specific needs. Teachers also play key roles on our District Leadership Team and Building Leadership Team. They are also key members of interview teams when hiring new staff. Beyond monthly staff meetings, school administrators meet weekly with teacher teams to gain new insight and ideas for school improvement. Much of the agendas are teacher-driven.

Another way that our professional culture is cultivated is through social interaction in and out of school. We have a social committee that has helped our staff to create a stronger professional bond by strengthening our personal relationships. Successes, birthdays, and personal accomplishments are celebrated in school. A variety of social outings have been set up for outside of school time.

Accountability is present in our school, but teachers have significant autonomy as well. We understand that, while administrative leadership is important, teachers have vast knowledge on what is working or not, how school programs may be improved and how best practices can be utilized. Teachers are encouraged to try

innovative techniques. Teachers feel the administrative doors and ears are open to hear ideas, concerns, or frustrations. We are very intentional about creating a professional, positive, healthy culture in our building.

4. School Leadership:

With being a rural district, the administrative team wears many different hats to ensure that we are covering all aspects of the educational process. We are fortunate to have a team that collaborates and interacts with the best interest of students and staff and community as our focus. We have adopted a plan of action where we have been trained to follow a leadership program called Focus Three. It is a process of working together that forces us to lead by example and include stakeholders in decision-making. To begin my explanation of our school leadership, I will begin with involvement of our superintendent and student services/curriculum director's involvement. In addition to holding monthly meetings with the administrative staff, the superintendent also holds quarterly meetings with each grade level. He is involved and in-touch with what is happening in his buildings. Our student services/curriculum director regularly attends meetings at the elementary building and oversees the special education teachers and aides.

The principal of the building oversees the building discipline, building academic decisions and general decisions of the building. He meets bi-weekly with each grade level on matters of student behaviors, topics of interest for that grade level and general interactions of the grade level. He holds monthly staff meetings.

The assistant principal oversees the bus discipline and meets bi-weekly with each grade level to go over student academic needs. He also oversees special education in our building and manages 504's. He collaborates with the principal on the general decisions of the building. Staff evaluations are divided evenly between the two administrators. Together, the administration of the building holds a similar philosophy of allowing stakeholders to have integral involvement and direction with the direction of their grade levels and for the entire building.

The pillars of our Eagle Way lead our building philosophy and leadership. The pillars are:

1-We Do What is Right

2-We Do the Best We Can

3-We Treat Others the Way We Want to be Treated

These are intertwined in our Culture Playbook, which every employee receives and it explains the expectations of the building. There was a beginning of year professional development meeting where we discussed the playbook and how to incorporate it into all of the different jobs we hold within the building.

We truly believe in this building that individually, we may not always understand how our decisions affect others but when we discuss and collaborate, we can land on answers that focus on what is best for all involved.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Eastwood Elementary will have to identify our culture-building as our strongest instrument of building our school into what it is. We have worked over the last two years on professional development within our staff and then pushing out this initiative to not only our students but also into our community. We do the traditional methods of posting banners throughout the building and having our culture in our district and building leadership teams' statements and thoughts.

We feel, personally though, that the strongest instrument is that we cannot “fake” it. The entire staff has to work on not only saying the right things but must also do the right things. We do a good job of keeping the culture-building theme as the center of what we do. We are not perfect, we slip up and don't always adhere to this type of expectation, but far more than often, we do “live” it and expect it from each other.

Every month we discuss different parts of our BBO (our core Beliefs...lead to positive Behaviors...and produce elite Outcomes) to our students, in age-appropriate ways. We also review and discuss different cultural topics during our staff meetings. We keep this as our focus and do not allow ourselves to think that this is just another initiative that will pass or be put on a shelf to be reviewed minimally in the next few years. Our students continually see and hear the common phrases we use and are challenged to explain, from time to time, what it means. Even when a student makes a less than desirable choice, we walk back through their choice by using a relevant cultural tool. An example of this would be a phrase we use; $E+R=O$. This tool is used quite often to review the decision a student made and how it could have been handled differently. The E stands for an event, the R stands for our response and the O stands for the outcome and by working through this, we try to gain some clarity of how we control our behavior. We also do Eagle Way cards that we mail home to parents letting them know when their child made a positive impression on a staff member and we wanted them to know we are proud of their child. It is in the format of our Eagle Way standards, so parents see our expectations.