

***U.S. Department of Education***  
***2021 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 3301 Lowell Street NW  
(If address is P.O. Box, also include street address.)

City Washington State DC Zip Code+4 (9 digits total) 20008-3314

County District Of Columbia

Telephone (202) 282-0103 Fax (202) 282-0074

Web site/URL https://www.eatondc.org/ E-mail jacqueline.anderson@k12.dc.gov

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\* Dr. Lewis Ferebee E-mail lewis.ferebee@k12.dc.gov  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Columbia Public School District Tel. (202) 442-5885

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. Zachary Parker  
(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, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The electronic signature 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 2021 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 must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2015 and grades participating in statewide assessments must have been part of the school for at least the three years prior to September 2019.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2016, 2017, 2018, 2019 or 2020.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the current school year (2020-2021) unless otherwise stated.

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

- Number of schools in the district (per district designation):
  - 79 Elementary schools (includes K-8)
  - 13 Middle/Junior high schools
  - 22 High schools
  - 2 K-12 schools

116 TOTAL

**SCHOOL** (To be completed by all schools. Only include demographic data for the nominated school, not the district.)

- 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

- Number of students as of October 1, 2020 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
<b>PreK</b>	23	17	40
<b>K</b>	29	29	58
<b>1</b>	31	27	58
<b>2</b>	27	38	65
<b>3</b>	39	26	65
<b>4</b>	37	34	71
<b>5</b>	37	31	68
<b>6</b>	0	0	0
<b>7</b>	0	0	0
<b>8</b>	0	0	0
<b>9</b>	0	0	0
<b>10</b>	0	0	0
<b>11</b>	0	0	0
<b>12 or higher</b>	0	0	0
<b>Total Students</b>	223	202	425

\*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
  - 8 % Asian
  - 22 % Black or African American
  - 18 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 42 % White
  - 10 % 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 2019 - 2020 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.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2019 until the end of the 2019-2020 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	9
(3) Total of all transferred students [sum of rows (1) and (2)]	27
(4) Total number of students in the school as of October 1, 2019	467
(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):

Amharic, Arabic, Bengali, Spanish, Romanian, Russian, Turkish, Pasto, Mandarin, Cantonese, Dutch, Portuguese, Persian, French, German, Italian, Japanese, Malayalam, Polish, Hindi

English Language Learners (ELL) in the school: 13 %  
55 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 39

8. Students receiving special education services: 2 %

38 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. All students receiving special education services should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>5</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>6</u> Other Health Impaired                 |
| <u>5</u> Developmental Delay     | <u>8</u> Specific Learning Disability          |
| <u>0</u> Emotional Disturbance   | <u>7</u> Speech or Language Impairment         |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

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

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	21
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	15
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	6
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

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 20:1

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

<b>Required Information</b>	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	96%	97%	97%	96%	97%
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 2020.

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

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

Yes  No

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

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

We purpose to provide each Eaton student with a well-rounded, 21st century education that prepares them for success in elementary school and beyond.

16. Briefly describe how your school has been operating during the current 2020-2021 school year (e.g., open as usual, online only, a hybrid model, etc.)? If different grade levels in your building operate in different ways, include this. If the school began with one model and switched to another partially through the year, include this as well.

Eaton began school year 20-21 with all students engaging in our distance learning model. Teachers utilized various platforms (Canvas, Teams, and Zoom) and educational apps to teach the entire curriculum. While we found our virtual offerings robust, and our student engagement high; we determined that our youngest learners were having difficulty accessing the curriculum fully. Also, our younger students relied heavily on support from their parents to access the learning online. In Term 2, Eaton staff engaged stakeholders to determine other options to best support our students. We knew it was important to bring some of our students back to school to improve their learning opportunities. With the help of our school district, we poured over safety guidance from the Center for Disease Control, and the Department of Health to create a safe experience for learning in-person. By Term 3 we started our on campus learning opportunity by inviting a small cohort of priority students to learn in-person. Our priority group represented our younger students, grades PK-2 and students in special populations. Five cohorts of students learned with a teacher in an In-person Learning (IPL) classroom and two cohorts of students learned in Canvas, Academics, and Real Engagement (C.A.R.E.) classrooms that were facilitated by a support staff member. In the IPL classrooms students experienced “live” instruction and stayed connected with their homerooms via virtual learning. In the C.A.R.E. classroom students continued to learn from their homeroom teachers virtually. As we adjusted to our new normal, we were able to further extend in-person learning opportunities to more students. While our benchmark data showed our students’ achievement continued to progress, we heard from families that students were having social

emotional impact due to being isolated from their peers and their traditional school routines. By the fourth term of the school year our in-person attendance grew from 80 students to 230 students. We continued to engage our students at home in the distance learning model. Finally, we created opportunities for our students to share experiences as a grade level at school. These social emotional learning (SEL) inspired opportunities engaged students in the performance arts and provided them critical time with their peers in a social distanced setting. We couldn't allow the year to end without creating memorable moments for our students, even during a global pandemic.

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

## **PART III - SUMMARY**

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John Eaton Elementary School was established in 1911 in the heart of DC's historic Cleveland Park neighborhood. Cleveland Park is a beautiful walkable, tree lined community that is made up of single-family homes with welcoming front porches, apartment dwellings, and mixed-use properties. Eaton Elementary is in walking distance to several prestigious private schools. Our school was named after John Eaton, an American educator who served as the U.S. Commissioner of Education and a Union Army colonel during the American Civil War. Eaton school attracts a diverse group of students, teachers, and staff from all four quadrants of Washington, DC and our student body represents more than twenty-four countries. Many of our families live and work in the Embassies that dart our neighborhood. At John Eaton, we are "Many Cultures, One Community." Due in part to this diversity, DCPS designated Eaton a World Cultures Catalyst school in 2009. The John Eaton community is a diverse group of students, staff, and families who are global citizens of the world! Families and staff are always willing to share their talents, culture and traditions with our student body and community. Exposing our students to the world helps them to become the global, critical thinkers we desire them to be. Our diverse community forces us to think of content through many lenses, not just one perspective. We believe that our diversity helps us to be more reflective, empathetic, and responsive to our immediate community members and extend beyond our borders.

At John Eaton, we believe in educating the "whole child." Students engage in learning curriculum through experiential learning as they explore the Nation's Capital. The Eaton community understands the importance of the arts. In addition to our Chinese language and cultural program, we offer visual arts and a multitude of music opportunities for all grades. Eaton has a thriving vocal, instrumental, and strings program. Eaton students participate in several ensembles (recorder, marimba, & jazz). Our Eaton Eagles extend health and physical fitness by participating in organized team sports (basketball, track & field). Our teachers support many extracurriculars and interest groups such as Student Council, Math Club, GeoPlunge Team, Stockmarket Team, Step & Pep Team, Running Club, Battle of the Books Team, Garden Club and more. Whether in the classroom or through our curriculum enrichment opportunities, John Eaton administration and staff engage our students as we support, expand, and develop their interests. We empower our students by meeting them where they are and allowing them to flourish.

We embrace the Responsive Classroom approach to teaching and discipline to cultivate a positive school culture where students are seen, feel, heard, and have agency over his or her learning. The school day begins and ends with student-led opening and closing meetings, and we host school-wide, multi-grade openings meeting each month.

In order to promote improved self-regulation, Eaton uses the Zones of Regulation (ZOR) curriculum. This evidenced based material supports students in identifying their feelings, energy levels and sensory needs. Students develop class and /or individual "Toolboxes" to self-select coping strategies to ensure readiness for learning. ZOR is embedded during instructional and non-instructional time, and reinforced throughout the day. Students also learn various cognitive skills, such as a form of self-talk called "Inner Coach." Students can be heard using ZOR language throughout the day (adult-to-student, student-to-student). Teachers complete check-ins during morning meetings to model and provide guided practice. School staff are provided professional development, and School-wide School Support personnel provide ZOR communication and information sessions with parents.

John Eaton C.A.R.E.S.! Our community is focused on five traits: Cooperation, Assertiveness, Responsibility, Empathy, and Self-Control. Throughout the year we reflect on these traits during our monthly School-wide Morning Meeting (SWMM) assemblies where we highlight our students' accomplishments and celebrate being together. At John Eaton Elementary School the parents and staff work together to ensure an excellent academic experience is available for all students. This partnership is essential to helping our Eaton Eagles soar.

The shift from technology as an additional form of instructional delivery to the primary form of instruction has not been an easy one. As a school and community, we have been determined to hold true to our core belief of never giving up. Not even a global pandemic can move our focus from our students. During the



COVID-19 closures, our focus was constantly on one question. "How do we continue to deliver the robust programming and rich experiences traditionally offered our students?" COVID-19 pushed us to model a growth-mindset, forced us to think outside of the box, and challenged us to embody life-long learners. With a growth mindset, Eaton teachers arose to the challenge and their students are better for it.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

In an effort to maintain our rigorous, rich learning experiences for our students, teachers adjusted curriculum content to a virtual platforms utilizing Canvas, TEAMS, and Zoom.

#### ELA

Our balanced literacy curriculum comprises the five pillars of a solid English Language Arts program: reading comprehension, writing, word study, public speaking and listening. In our balanced literacy approach, that is aligned to the Common Core, students experience how reading, writing, word study and public speaking build upon one another. Students receive rigorous instruction daily that allows them to actively engage in rich discussions, debates, and writing tasks that push their thinking about the world around them and how they play a key role in using their skills to contribute to society. Teachers select texts that encourage students to reflect and understand different perspectives and cultures. Promoting equality through instruction is essential for both teachers and students at Eaton. Teachers implement Close Reading protocols to support students’ access and comprehension of complex texts, providing students with opportunities to revisit a rich text multiple times.

At Eaton we strive to push our students to become lifelong learners and lovers of literacy and humanities. As a result of this, we have students who place and excel at oratory contests, geography bees, history bees, and spelling bees across the District of Columbia.

#### MATH

The core of our mathematics instruction continues to be the Common Core State Standards for Mathematics. These research-based standards focus specifically on not just what students should be able to do mathematically, but more importantly what they need to understand about the mathematics that they can do.

Eureka! Math serves as the primary resource of our instructional delivery. Supplemental resources focusing on non-traditional problem solving, algebraic reasoning, multiple mathematical representations, and justification and rationale are woven into the daily experiences of the classroom. Technology has been a staple of our mathematics program, as it lends itself so naturally to modeling and manipulation. Computer applications like Nearpod, Kahoot, SmartSuite, Zearn, First in Math, iReady, virtual manipulatives and so many more, serve as the vehicles that we have had to truly embrace in order to meet the academic needs of our students.

Prior to the interruption of “regular” school, our teachers and students were developing their expertise with meaningful mathematical discourse. Opportunities for multiple entry points were presented during whole group, small group, heterogenous & homogeneous settings. Teachers and students alike, were realizing there was a place for them in “talking math.” This was critical for moving the needle beyond the doing and into the knowing of mathematics.

#### ASSESSMENTS

At Eaton, we use data to differentiate and guide our instruction. We work diligently to ensure that small group instruction in reading and in math meet the needs of students performing on, below, or above grade level. We screen students periodically to make certain that the strategies we are using in small groups are pushing students to achieve greater while also closing the achievement gap. All students are benchmarked three times a year using iReady diagnostic assessments in math and researched-based DIBELS and Reading Inventory in reading. Students are also assessed through teacher observation, exit tickets, and end of module assessments. These data are used to support teachers in identifying tiered support needs and they assist with creating flexible groups for classroom instruction.

Next Generation Science Standards (NGSS) guide our instruction for science. These standards are addressed in a variety of ways as students have differing strengths and differing resources. Some of the ways we have delivered the standards are through teacher demonstrations, design challenges, student projects, and hands-on discovery activities at home. STEM-SCOPEs, Mystery Science, and Discovery Science have provided opportunity to engage students with rich online digital science lessons. Throughout our distance learning period students have been fully engaged in science education.

## SOCIAL STUDIES

Eaton teachers implement the DCPS Social Studies curriculum which is inquiry based and emphasizes experiential learning. The curriculum is based on the District of Columbia Social Studies standards integrated with CCSS reading and writing standards. Students engage with diverse texts, with a focus on informational texts and articles, historical novels, and primary and secondary sources. Through strategies like Paideia seminars, all students engage in discussion and debate also incorporating habits of discussion based on CCSS listening and speaking standards. Students learn to agree and disagree respectfully, add on to a peer's comments and ask clarifying questions. In grades 2-5 students produce persuasive or informative essays using document-based evidence to support their thesis.

### **1a. For secondary schools (middle and/or high school grades):**

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

John Eaton's Pre-K program uses Creative Curriculum complemented by teacher created enrichment opportunities. Creative Curriculum explores several units of study from "Trees" and "Clothing" to "Bugs" and "Buildings." Each study allows for students to dive deep into the respective content while simultaneously being enhanced by aligned enrichment opportunities.

Eaton's early childhood program is grounded in meeting every child's unique needs to ensure they are prepared for kindergarten. Pre-K teachers understand children's individual needs based on developmentally appropriate milestones captured in GOLD, a research-based assessment and progress monitoring tool. Teachers examine each child's development and growth across several domains to inform classroom practices and individualized instruction.

Another cornerstone of our early childhood program is creating strong "Home-to-School" connections. Teachers utilize Creative Curriculum's online platform, Teaching Strategies to ensure a strong partnership between teachers and parents. This platform allows parents and teachers to capture observations in the moment that can be shared by both parties as they support the students' developmental growth.

In early literacy, Eaton has set the rigorous goal that all students will have the ability to read and comprehend grade level texts by the end of second grade. Pre-K teachers and Kindergarten teachers collaborate to support this goal. Pre-K teachers expose PK students to many of the benchmark expectations for beginning of the year kindergarteners. To further support our efforts, we have adopted a combination of a research-based curriculum in K-2, targeted small group intervention, and a balanced approach to literacy instruction. Eaton's students receive daily instruction in phonemic awareness, decoding, fluency, and comprehension skills. Our early literacy teachers take an all-hands-on deck approach to instruction and work as a team to ensure that students continue to grow. Throughout virtual learning, teachers have bridged the gap by continuing to engage children in small group learning and even one-on-one check-ins. Our approach to early literacy promotes strong reading skills for our students in K-2 and prepares them for the rigorous content of the upper grade levels. Pre-K students typically outperform their peers who enter Kindergarten from home or other non-school placements.

## **2. Other Curriculum Areas:**

Each week, students at Eaton engage in forty-five minutes (30 minutes for our PK students) of art, music, library, physical education, and Chinese.

Art education, specifically Visual Arts provides the opportunity for students to be creative and opens countless avenues for self-expression. It creates situations in which students can learn to become focused and disciplined, while taking risks trying out new ideas and learning how to use creativity in problem solving. Art education promotes global citizenship as students begin recognizing how art is expressed in different countries and cultures around the world.

In Visual Arts we have adapted to the challenges posed by COVID-19 by offering written step-by-step instructions and tutorials reinforcing synchronous online sessions. To break up the monotony we infuse our lessons with fun, games, trivia, Art challenges and culturally focused crafts.

At Eaton we acknowledge that learning music has neurological benefits that promote overall brain health and can contribute to academic success. Learning music supports the acquisition of essential skills which involves listening, participating with peers, patience, problem-solving, and team work to get a final product.

Teaching music during COVID has been challenging, yet our music teachers have found ways to be successful in their efforts, and so were our students. We have continued to sing, dance, say, and play. We have discovered virtual tools to help us such as virtual xylophones on which students can compose. We used various apps such as a Capella, iMovie software, and Google drive so students can play "together" while not actually being together, and keep the spirit of music making, joyful and community focused.

The music teachers organized and arranged a school wide "Winter Soiree," where students in any grade level could submit a video of themselves showcasing their talent. Students were required to create musical content, which was then submitted virtually to a committee for review. We had an overwhelming response and a wonderful virtual showcase for our community!

Physical Education activities at Eaton are created, taught, and practiced based on helping students recognize the benefits of instilling life-long physical fitness, movement, and activities of daily living. Additionally, instilling wellness habits such as daily exercise, healthy eating choices, and self-care measures equip students with the tools necessary to avoid illness, maintain health, and overcome disparities. Combined and appropriately applied physical education skills impact and enable sound holistic wellness choices for each stage of the life-cycle.

Aside from being offered in a virtual format, the course materials are available online, "On-demand" for students to access, review, and practice as needed. The online setting allowed for students to respond to inquiries orally or via the chat feature. Additionally, the opportunity for students to learn in their homes provided the benefits of including family members in-class activities and identifying how assignments can be applied to daily living while supporting safe distancing and low exposure risks.

Students learn reading, writing, research, technology, problem-solving, and critical thinking skills in library. Through these lessons, students gain access to a wide array of literature from authors and illustrators of many different backgrounds and experiences. Databases such as Pebble Go and Britannica were utilized during our virtual learning period. Students had a chance to explore their own interests through print books, eBooks, audiobooks, and online databases. We have been continuing book checkout through contactless pickup opportunities where students can choose specific books or a "grab bag" book option. Students also have access to eBooks and audiobooks, and we have opportunities for students to have a literary and social experience through online book clubs and a weekly online "Bedtime Story Time." We have expanded our digital citizenship curriculum to cover grades K-5. Students have also gotten to participate in special events like our school-wide reading challenge, and activities such as buddy reading and mystery reader.

Chinese is our world language offering at Eaton. The curriculum follows the national world language five goal standards: Communication, Cultures, Connections, Comparisons, and Communities. All the learning activities include three modes of the world language learning: interpersonal, interpretive, and presentational. This course helps students gain an appreciation for the Chinese culture and provides them the skills to

become fluent speakers of a second language. Through group projects, individual projects, games, performances, and cultural activities, students develop their academic skills in listening, speaking, reading, writing, and problem-solving.

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

John Eaton Elementary School has a Multi-Tiered Support System Model that addresses academic weaknesses through interventions in the areas of English Language Arts and mathematics. This initiative encourages differentiated instruction and provides an opportunity for the students' teachers, administrator, social worker, school psychologist, special education coordinator, and intervention instructors to discuss data and each child's progress within the general education curriculum. Student's academic weaknesses can be identified through teacher anecdotal data and observations, report cards, and benchmark scores. Once a specific area is identified, the classroom teachers or intervention instructors provide targeted interventions in order to build that skill and allow the student to thrive within the general education classroom. Progress is monitored in monthly meetings and the team has frequent discussions about the student's rate of progress. At Eaton, classroom teachers provide support to Tier 1 and Tier 2 students; specialists and instructional coaches support Tier 3 students.

We also provide a continuum of services by supporting students who are ID-Intellectually Disabled. We believe in an all-inclusive model at Eaton ES, and we practice advocacy at its highest form. Our intellectually disabled students are fully integrated into the school and they participate in the general education classes for (PE, Music, Art, and Chinese). During this virtual learning period caused by the COVID-19, we had to shift to a UDL (Universal Design for Learning) approach to ensure we provided academic support and related services in various ways by improving student learning experience with different hardware and software assistive technologies (AT) devices. It was necessary to adjust students who received low-tech AT devices to equipment that was appropriate for virtual learning. For example: We increased the use of headphones and noise cancellation devices to block out extraneous noise in the households, shipped fidget devices and seat cushions to the home to decrease over stimulation, as well as offering speech-to-text equipment. Additionally, we incorporated online programs to mitigate the challenge of families not having equipment and supplies such as printers, ink and copy paper. The online platforms allowed us to build classrooms and create online lessons that tracked the students' progress on assignments. This level of support increased participation, engagement, and work completion.

Our English Language Learners (ELLs) are supported by both their classroom teachers and their EL teachers. EL teachers attend planning meetings with classroom teachers to discuss English Language Arts units and other grade level curriculum. EL teachers unpack content with ELLs providing students with a preview ahead of content being introduced in the general education classroom. All teachers received professional development in best practices in instructing ELs. As an example our teachers have received training in Guided Language Acquisition Instruction (GLAD), Word Play, and Embedding Newcomer Supports.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

At John Eaton, teachers and staff strive to create a learning environment which engages students not just academically, but socially and emotionally. We pride ourselves in catering to the growth of the whole child and in encouraging students to be excited to attend school for the opportunities they will find there. We aim to know each child, making sure they feel connected to at least one adult at school. Teachers incorporate opportunities for students to share their hopes and dreams at the start of each school year and build support throughout the year to help students work towards those hopes and dreams.

Our work to be responsive continued during the COVID-19 pandemic. Teachers utilized one-on-one check-ins with students to address academic and social-emotional needs; Zones of Regulation videos created by grade level teams to teach emotional regulation skills while also giving students the chance to see familiar faces; introduced “breakout room” time to socialize; developed social stories to help prepare students for the many changes of the 20-21 school year; teacher and staff created music videos to remind students we are with them and to give them a joyful experience; and plenty of virtual class celebrations. Teachers and staff also hosted “March Madness-ONE School at Eaton” where students received links for all school staff and were able to pop into their “classrooms” for a visit. This helped students remember how wide and welcoming our community is even if they do not always get to see other grades of students and teachers.

We didn't stop engaging our students. We continued immersive experiences...just made them virtual! Our fifth graders even went to virtual camp. Students participated in virtual field trips, concerts, showcases, author visits, and assemblies. While we were not able to visit the many museums in our city, our students were delighted to have the museums come to them...virtually!

Research shows the benefits of creating a predictable, safe, loving environment for students and their academics. Eaton teachers and staff do this through our responsive practices and our efforts in engaging students above and beyond the standards. In Fall 2020, Third through Fifth Grade students took the Panorama Survey to assess their social-emotional well-being at school. 78% of those students said they felt loved at school. This is a huge success. These students who feel loved are also growing academically at a similar rate to a “normal” school year. Thus, even during a socially debilitating pandemic, Eaton proves that it is possible--and paramount--to teach the whole child.

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

The partnership between home and school is greatly valued in our community. Eaton administration and staff work diligently to maintain strong communication with all stakeholders. Administration sends bi-weekly newsletters, “Eagles’ Landing,” to keep families abreast of all the happenings at our school. Families are also kept in the loop with robo-calls or text blast. This year administration ramped up their communications beyond the bi-weekly communications to include weekly newsletters, periodic Town Halls and Principal Coffees to keep our community engaged and informed. During COVID-19 Eaton administration exercised active listening to understand the experiences and impact the pandemic shift was having on children and families. Our School-wide Wellness Team consistent of our School Psychologist and Social Worker, hosted information sessions to support parents with supporting their children during the pandemic crisis.

Eaton administration meets with the Home and School Association (H.S.A.) once a month to update the families on the school’s progress on our Comprehensive School Plan (CSP) and the monthly happenings at school.

Likewise, teachers send weekly emails to families to make them aware of class happenings, special projects, units of study, assessments, and upcoming field trips or experiences. During our shift to virtual school, teachers held Back-to-School nights for parents; teaching parents how to navigate the various new digital platforms their students would need to use. In this most unusual school year, teachers are communicating

almost daily to keep parents abreast of instructional plans. We celebrate that we consistently average 95% participation from families in our Parent-Teacher conferences.

Eaton has a thriving Home and School Association (H.S.A.) that partners with school staff in fulfilling their commitment to engage all learners and help them to reach their potential. Our H.S.A. plans opportunities for our school community to gather, celebrate, and fundraise.

The Local School Advisory Team (L.S.A.T.) is a team of elected and appointed parents, teachers, and community members who meet with administration monthly. The L.S.A.T. advises administration on local school matters to include our annual budget, the Comprehensive School Plan, and school culture and family engagement.

There are several strategies we find most successful in working with family and community members for student success and school improvement. First, acknowledging the partnership between parents and staff is critical. We have a shared commitment for the success of our children. Open and honest communication are key for setting goals for success. Finally, consistent communication will ensure opportunities for periodic check-ins and reflection.

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

Teachers benefit from the embedded professional development that comes from their weekly collaborations around curriculum and instruction. Teachers at Eaton have as many as five common planning periods per week. Teachers are required to participate in one Collaborative Learning Team (CLT) meeting per week. In CLT meetings, teachers discuss instructional plans, student performance, review of work samples and review common assessments.

Additionally, Eaton has a Math instructional coach and an ELA instructional coach. Our coaches lead our in-school professional learning opportunities. Coaches meet with teacher teams to review student achievement data, plan units of study, and provide feedback on pedagogical practice. Coaches also deliver district developed professional development units. Instructional coaches provide one-on-one support opportunities to build teacher practice, provide modeling opportunities and share feedback.

COVID-19 shifted our traditional public school to an on-line school. Due to this shift our district provided a series of trainings to prepare our staff to make the shift to the virtual model. Teachers participated in webinars and live professional development sessions to gain the fundamentals of platforms like TEAMS, and SmartSuite.

Due to the new demands of teaching in the virtual setting we initiated Tech Tuesdays at the local school to capitalize on the skills of our in-house experts. During Tech Tuesday teachers share best practices on engaging students virtually and they share their use of various new apps for instructional purposes.

In the spirit of teamwork, our teachers support one another in an informal, organic way that comes about when you feel you are part of a team.

To further support our instructional team we hosted Workflow Wednesdays, another period for providing professional development to hone our pedagogical practice. Teacher led committees shared PD on topics related to their committee. During Workflow Wednesday we learned about SEL: Student Engagement, Trauma Informed Practice; Equity: Building Dynamic Safe & Brave Spaces, Culturally Responsive Curriculum Review; ELL: Juicy Sentence Play and Word Play to name a few. Also, staff self-selected to participate in book studies to inform and enhance their practice in equity.

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

John Eaton's administrative team has co-led the community for ten years and collectively bring over 40 years of service in the field of education. At the core, the administration aims to uplift DCPS' pillars of students first, equity, excellence, teamwork, courage and joy. The leadership team values the instructional

staff as thought partners and co-decision makers in our work. This is the reason Eaton Administration works under the umbrella of shared and distributive leadership. Many of our teacher leaders stand at the helm of important committees in our school and help to make decisions on instructional practices and goals for our school. The Academic Leadership Team (ALT), composed of teacher leaders, our school social worker, our school psychologist, reading specialist, instructional coaches and administration, work to develop our Comprehensive School Plan (CSP) and meet bi-weekly to monitor the implementation of the plan and the progress we are making. Ad hoc committees work in conjunction with the ALT to ensure short term goals are achieved. Teacher leaders who serve as grade level team leads demonstrate their leadership in charting their team through a year's instructional plan. Teacher leaders are empowered to chart the course for our school's social emotional learning efforts. This collaborative approach to leadership has helped to launch many teachers into administrative roles in our district and supported school leadership with maintaining a high teacher return rate. In valuing the voice and talent of teacher leaders, Eaton maintains a high teacher retention rate of 96%.

During the pandemic Eaton administration collaborated with stakeholders on ensuring our school was safe for both students and staff. Eaton administration served as a role model by returning to campus, following the safety protocols, and taking the vaccination. Administration hosted focus groups for staff to learn more about potential concerns staff members were having. As staff and community members unfortunately were impacted by COVID, Eaton administration model empathy and support. Throughout a difficult year, administration encouraged the team to support each other as we provided the best academic experience for our students.

## **5. Culturally Responsive Teaching and Learning:**

The Eaton community celebrates the diversity that exist in our community. We embrace all of who we are and support each of us. At Eaton we are aligning ourselves to what equity means at DCPS: "creating an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success, particularly for students of color."

Through our Response to Intervention (RTI) model we address the various needs of our students as it relates to academics, social emotional well-being and attendance. Our special population groups receive targeted support through our special education program and our English Language Learners program. In equity we aim to level the playing field for all our students.

Throughout the school year we celebrate the annual cultural celebrations that are traditionally calendared, like Hispanic Awareness Month, Black History Month, and Asian American and Pacific Islander Native Heritage month. We include these cultural celebrations during our School-wide Morning Meetings, and we make them a part of our instructional plans to ensure we give space to highlight and talk about them.

Additionally, we educate students in cultural awareness through our enrichment model. Through the arts, students are introduced and informed of a plethora of cultural diversity that exist in the world.

At Eaton, we seek to engage our students in relevant and real-world learning experiences. Living in an important city as the Nation's Capital, we must incorporate current events and hot topics as we are usually surrounded by them. Due to the nature of recent social movements, the pandemic, and recent public hate crimes teachers had to provide safe spaces for students to discuss matters with a trusted adult and in the company of their peers. Our district developed curriculum provides a platform to engage students on current events in social studies and English language arts. Our school social worker always provides school staff and parents child-centered talking points to use with children.



To ensure non-English speaking community members are included in our conversations we utilize What's App, and other translation apps to provide them access. Staff members utilize the district's language line to provide translation services for families during parent conferences and as needed, and our administration's weekly newsletter can be easily translated into several languages at the press of a button.

Our in-house Equity team of staff and central office members work to expose, address, and improve our practice of equity. Our work in equity is not completed but, continuous.

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

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Eaton's flexible groups model is at the core of how we teach, and what enables students to thrive in all curriculum areas. Teachers and resource specialists collaborate to create smaller groups of students within each grade, especially for reading and math, so that students can receive the individualized attention that better meets their educational needs. These smaller groups allow teachers to continually assess students' progress, strengths, and challenges, and students move in and out of groups as their needs change. Seeing children in small groups allow teachers to identify early on, those students who may need additional resources. We believe that early intervention is the best way to reduce the number of students falling behind in their academic progression. When team members take a "all hands-on deck" approach, the students experience the commitment and collective work of caring educators as they become stronger performers in their coursework.

As a staff, we continue to improve this model as we learn new strategies and implement new research-based curriculum and assessments. During the COVID-19 closures we have been able to thrive with this model as teachers utilized the features in online platforms that allowed breakout rooms. Teachers also created schedules to host one-on-one meetings and small group meetings with students throughout the day.