

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 14350 West Mulberry Street
(If address is P.O. Box, also include street address.)

City Deputy State IN Zip Code+4 (9 digits total) 47230-9999

County Jefferson County

Telephone (812) 274-8007 Fax (812) 274-8548

Web site/URL https://www.madison.k12.in.us/deputy-home E-mail jmccreary@madison.k12.in.us

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

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Jeffery Studebaker E-mail jstudebaker@madison.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Madison Consolidated Schools Tel. (812) 274-8001

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 Mrs. Jodi Yancey
(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

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

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

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

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 2 Middle/Junior high schools
 - 2 High schools
 - 0 K-12 schools
- 8 TOTAL

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

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, 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
PreK	9	13	22
K	4	7	11
1	12	4	16
2	10	10	20
3	7	12	19
4	10	11	21
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	52	57	109

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 100 % White
 - 0 % 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: 10%

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, 2019 until the end of the 2019-2020 school year	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2019 until the end of the 2019-2020 school year	4
(3) Total of all transferred students [sum of rows (1) and (2)]	12
(4) Total number of students in the school as of October 1, 2019	121
(5) Total transferred students in row (3) divided by total students in row (4)	0.10
(6) Amount in row (5) multiplied by 100	10

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

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

7. Students eligible for free/reduced-priced meals: 74 %

Total number students who qualify: 81

8. Students receiving special education services: 25 %
27 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>0</u> Autism | <u>0</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>1</u> Developmental Delay | <u>6</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>19</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 6
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	5
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	5
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	2019-2020	2018-2019	2017-2018	2016-2017	2015-2016
Daily student attendance	97%	96%	97%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2020.

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.

Valuing diversity and excellence, Deputy Elementary School's mission is to educate and inspire each student to succeed and responsibly build the future.

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.

Deputy Elementary School has been open with face-to-face instruction since August 2020. There have been three classes that have had to be quarantined once each due to close contact. There have been several individual students as well as families that have had to quarantine throughout the current school year. These classes and individual students have been able to continue through virtual learning with their classroom teacher.

Madison Consolidated also offered elementary students a virtual option. Families selected a mode of instruction at the beginning of each semester. Deputy had eight students select virtual learning.

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

Deputy Elementary School (DES) serves the rural communities of Graham and Lancaster Townships in Jefferson County, Indiana. We are located in the southeastern portion of the state and cover approximately 43 square miles of agricultural and wooded acreage.

DES is a vital part of Graham and Lancaster Townships. It is the focal point of many community activities such as basketball, tee-ball, softball, archery, and is used by a variety of community groups. Due to the small size of the community, the school acts as the heartbeat and creates a family-like atmosphere with collaboration between parents, staff, and students.

An active alumni association continues to celebrate its school heritage with a well-attended annual banquet and business meeting in May. The alumni association also provides additional equipment for the school's use and gives scholarships to high school graduates who live in Graham/Lancaster Townships and attended Deputy Elementary School.

DES staff have read and completed a book study on *The Essential 55*, by Ron Clark, to guide students through life skills and create practice opportunities for real life circumstances. As a staff, we have selected specific skills to target from the Essential 55 list and use those as a focus for the whole building. These strategies encourage and challenge our students emotionally, socially, and culturally. These lessons are started with the top down model. Every morning the student body and staff meet in the gymnasium and the principal introduces or reviews one of the strategies. That strategy is the focus for the building for the rest of the day or week.

In addition to the Essential 55 skills, DES offers a variety of activities to address students' interests and help them develop as a whole. These activities include Girls on the Run, Robotics, Academic Teams, Running Club, Student Council, Girls, Inc., Resource Officer mentorship program, little league program, and our basketball program.

DES has implemented a House System where all students and staff are assigned in one of three houses. House selection is determined by spinning a wheel marked with the three houses and their colors. These houses allow students to be part of an interactive, cross grade level, small family within our larger family atmosphere. The houses offer students opportunities for leadership, teamwork, a sense of belonging, and support. Each house elects third and fourth grade students as a representative on the Student Council.

DES has implemented a cooperative teaching method. First/second grades and third/fourth grades use cooperative teaching that focuses on each teacher's academic strengths to provide students with a consistent vertical instruction model. This allows the teacher to focus, modify, and perfect instruction in their specific areas for each group of students. It also provides students with the opportunity to make transitions (brain breaks) and experience different teaching styles throughout the day.

Technology has been a priority for staff and students. During the 2013-2014 school year DES became a 1:1 school across all grades K-4. The staff has received technology training and implemented technology into their daily instruction during this time. This helped prepare staff and students for the transition to virtual learning due to COVID-19. Staff and students were very flexible and adapted to the quickly changing times brought with COVID-19. Teachers were able to transition to a virtual classroom model in March of 2020 with students learning to adapt as well. They were able to continue growing academically from that time and prepare for whatever the 2020-2021 school year would bring.

During the 2020-2021 school year, Deputy has been able to maintain face-to-face instruction. In the event of a class quarantine or individual student quarantines, virtual learning continued so the student(s) would not fall behind. Staff and students have worked diligently to follow COVID-19 protocols in order to help maintain face-to-face instruction.

While there have been many positives during virtual instruction, there have also been challenges. Due to

being in a rural setting, many students and staff experienced issues with internet connectivity which caused frustrations for everyone. In addition, staff struggled finding a balance between meeting student needs, virtually and face-to-face, within the allotted school day. Some students struggled to attend google meets on a regular basis. Our staff worked hard to stay in contact with parents to provide support for these students and to get them back on track. This continues to be a very time consuming process for staff.

DES has not received the NBRS award previously but is very honored to be nominated.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

Deputy Elementary School (DES) curriculum is aligned vertically to ensure that we prepare our students for higher learning. As a staff, we regularly collaborate and agree upon what strategies, resources, and content will be taught on what is available and researched based. We then implement our decisions Pre-K through 4th grade.

The staff uses data to drive classroom instruction and differentiated grouping. Staff development continues to use a professional learning community (PLC) to address areas of strengths and areas of concerns. During monthly data meetings, teachers discuss progress monitoring, intervention successes/concerns, assessments, and strategies to reach optimal student learning. Corporation assessments include NWEA, Everyday Math, Cumulative Formative Assessments (math) and IXL Math and IXL ELA.

The increase in student achievement, K-4, is attributed to the Literacy Framework, which includes 90 minutes of uninterrupted Tier 1 core instruction. Tier 2 and Tier 3 reading instruction is provided for identified struggling students. We are using high impact strategies focused around close reading, citing textual evidence, academic vocabulary and argumentative writing. We also have 60 plus minutes of uninterrupted math instruction using Everyday Math. Teachers are focused on the math grade level standards and process standards. Based on data collected from the NWEA assessment, teachers align state standards to each student's zone of proximal development within IXL Math and ELA standards. Students then work to develop these skills through assignments and practice.

We are currently in our second year of cooperative teaching. Our model of cooperative teaching involves the first/second and the third/fourth grade teachers paired together. One teacher of each pair focuses on English Language Arts while the other teacher focuses on Math, Science, and Social Studies. This allows the teachers to master instruction for standards and gives them a greater ability to differentiate. It also helps them to maximize instruction time for student mastery.

The use of a data dashboard and binders serve as our data management system and supports our data driven instruction in the classroom. Our reading series, National Geographic, provides additional assessment tools. The corporation created a pacing guide for the scope and sequence of National Geographic for all grade levels. National Geographic provides a multitude of fiction and nonfiction texts, which addresses our goal for increasing fiction and nonfiction comprehension. For the 2019-2020 school year, teachers used Literacy Footprints book sets for guided reading instruction. Teachers completed a Jan Richardson book study to access and implement these book sets. All teachers have grade level curriculum maps to guide instruction with the Indiana College and Career Readiness Standards.

Technology is integrated daily into curriculum through the use of the Learning Management System (LMS), Google Classroom. The students have accessibility to reading programs, Everyday Math lessons, Mystery Science, Project Lead the Way (PLTW) and various online materials on their devices that provide additional intervention and enrichment opportunities. Teachers have Promethean ActivPanels in their classrooms, document cameras, and iPads and/or Chromebooks. Teachers also have access to eLearning teacher trainers and student trainers who provide professional development and learning opportunities as the need arises. Our school implemented the 1-1 device initiative in the 2013-14 school year. During the years to follow, we have attended professional development, moved independent practice, differentiation, reteaching, review activities, research, assessments, and project based learning to a digital format. Due to this initiative we have been prepared for snow days and virtual instruction due to COVID-19.

Ongoing progress monitoring is used for flexible grouping to ensure that interventions are effective. These students participate in scientifically based reading research Tier 2 small group interventions. This is an additional 30 minutes of instruction based on NWEA, Fountas and Pinnell, Pre-Kids, oral reading fluency and/or grade level performance. Planned interventions are explicitly and systematically taught with fidelity.

Strategic instruction occurs in small flexible grouping. Groups are guided by core program assessments and

grade appropriate sub skills mastery. Progress monitoring occurs every two weeks for at-risk students. Tier 3 is an additional intensive 30 minutes. Students in Tier 3 receive explicit, intensive, and specifically designed lessons in addition to Tier 1 instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, positive learning environment, and frequent assessments to ensure the needs of all students are being met. Programs implemented to meet Tier 3 include Read Naturally, Read 180, and Touch Point Math.

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

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

Deputy Elementary School Preschool (DESP) offers three and four-year-old classes. The core curriculum areas are moving and learning, literacy, math and science, social studies, gross motor, and writing. Purposeful play-based curriculum incorporates both teacher-directed and child-initiated learning.

Teacher-directed curriculum includes moving and learning with interactive curriculum based songs and social/emotional development. The inclusion of conscious discipline creates a safe and loving classroom environment. Equally important, we also incorporate purposeful play, gross motor movement, and fine motor opportunities, by rotating monthly themes in centers and incorporating curriculum activities.

In literacy and social studies directed learning, we focus on phonological awareness, alphabet knowledge, vocabulary, comprehension, and written expression. Play based learning of these important early literacy skills helps develop the students' love of language. These skills are developed by integrating developmentally appropriate songs, writing lessons, and social studies.

Math and science direct learning is taught through small groups, whole group, and exploratory activities. Math and science instruction is blended into our day through the use of centers, calendar, and multiple developmentally appropriate teacher and student lead activities.

DESP implemented several precautions to meet the challenges posed by COVID-19. The majority of modifications in our preschool classrooms have been with the supplies and how centers are cleaned between rotations. Scissors, crayons, glue, and playdoh are kept separately in individual student boxes, placed in their cubbies and labeled with their names. Centers and shared materials are cleaned between center rotations. Students also have seating and line charts that are followed to ensure we can properly track close contacts at any given time. When children are quarantined, learning packets are provided.

The alignment of early childhood education and K-4 academic standards are blended by following our curriculum. The curriculum aligns with Indiana Early Learning Foundations. The Early Learning Foundations align with the Indiana Kindergarten Academic Standards and are referred to as a goal for our students. We are currently using the Foundations in direct correlation to Kindergarten standards to ensure our students are properly prepared for their transition.

Data supports that 100% of students in year two of preschool have shown growth the following school year, and four of the top five students attended DESP the previous year. Data shows that kindergarten students who attend DESP perform in the top 20% of their class consistently.

2. Other Curriculum Areas:

Music, Art, STEM, PE and Learning Commons are offered to all students K-4 for 35 minutes each week. Essential skills and knowledge are key factors in each of these curriculum areas. All of the above classes adapted curriculum during the COVID-19 Spring shutdown, delivering virtually through Google Classroom to students to make, create and build from home. Students were offered choices in activities in order to ensure students had the materials needed for projects and assignments.

Music provides students opportunities to participate in performances throughout the school year. Primary classes present a holiday program as well as a spring musical. Intermediate classes present a Veterans' Day and holiday program. During these performances students can be part of a group as well as individual performance opportunities. This year, due to COVID-19, all performances were recorded and posted virtually. Music students also composed lyrics and were able to work with an actual singer/songwriter pursuing a career in Nashville, TN.

Art provides students with opportunities to express themselves through different modalities. Students' work is selected each year to be displayed at the local Historic Society's Art Show. The spring, 2020 art show was presented virtually due to COVID-19.

STEM works with essential skills such as building collaboration skills, planning, creating designs to solve problems, testing and improving designs, critical thinking, coding/computer programming, and presentation skills.

PE provides students opportunities to move, exercise, test physical fitness, learn about basic nutrition and care for the body. During PE students are able to be part of programs such as Jump Rope for Heart to help raise money for the American Heart Association and C-Motion which is a fun way to help students get moving and be active by mimicking dance moves on the large screen. Students must work together in teams as well as compete against each other all while displaying good sportsmanship.

Learning Commons is a blended learning of technology, library, and media. We have developed a curriculum, involving all areas, that is fast paced and excites students about their learning. There are several opportunities for students to use different technology tools as well. A few of these include 3D printers, Sphero robotic balls, various apps and Chromebook extensions.

Finally, we have several character building and career/life skill focused activities that vary from whole school, classroom lessons, to real life experiences. Every morning we start our day as a whole school in the gym (socially distanced) and introduce or review a daily or weekly essential life skill. Each week we have lessons delivered to the K-4 classrooms about bullying, self-regulation, kindness, and brain lessons. These lessons are all part of our SEL curriculum to help support students socially and emotionally.

3. Academic Supports:

To close the achievement gap for students performing below grade level, we begin by providing supplemental instruction to students who are experiencing difficulties in meeting the state's standards. This supplemental instruction includes Tier 2 interventions, Tier 3 interventions, and special education services. We meet as a staff and share data to determine which students need extra support. A child may then be selected to meet with an interventionist. The first step is parent notification. Parent involvement is very important. An interventionist then makes a schedule to meet with these students outside of their regular classroom and give them instruction in either reading or math depending on their needs.

The top priorities in intervention groups are students who are below grade level, lowest 20% of class, not meeting standards, or showing little academic growth. Services are focused on kindergarten through second grade students in order to establish strong foundational skills. For example, there are currently five first grade students working individually in a Tier 3 intervention learning decoding and encoding skills. At the intermediate grade levels, there are fewer students in Tier 2 and Tier 3 interventions.

These academic supports are in addition to the 90 minutes of reading and 60 minutes of math they receive daily in their regular education classroom. Our purpose is to generate high levels of academic achievement in core subject areas for ALL students, especially those students in most need. Interventionists meet monthly with all teachers in the building and discuss each child's

academic progress and test scores. Students are then moved in and out of groups based on their progress. Special education students' data are also included in the discussion, and we decide how to tailor instruction to meet their needs.

Students with disabilities work with the special education teacher and receive services that are outlined in their Individualized Education Plans. Students are offered extended time, small group instruction, and other support based on their needs beyond the regular education classroom. All Tier 1 instruction is in the regular education classrooms.

The teachers work with extra groups during interventions to not only pull struggling students, but also to continue challenging students that may be above grade level. One example of this is with student math flash cards. If a student passes their addition and subtraction facts, they are moved on to multiplication even though it is above their current grade level expectation. Another example is that students reading at or above level are challenged to read chapter books and answer questions that are more analytical than factual. We also have STEM classes and PLTW within the classroom, which push our higher achieving students to think outside of the box.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Each morning, the student body meets in the gymnasium for the Pledge of Allegiance, P.A.W.S. Pledge, moment of silence, The Essential 55 daily life skill lessons, breathing/movement calming activity, birthdays, and daily announcements. Meeting as a family in the morning allows for the staff to engage and provide students with a positive learning environment for the start of each day. This allows students and staff to be on the same page and have the same life skill/coping strategy for the day. This daily start is specifically geared toward the social-emotional needs of the students and staff. It provides a positive start to the day as well as strategies for the students to use throughout the day.

Deputy Elementary has developed a House System that allows for each student to be a part of a smaller family within the school. The houses are made up of students across the grade levels as well as staff members. Selection for houses is completed by spinning a wheel that is marked with each house. Students' excitement is evident as they spin to become a member of a house. Students also earn points for their House throughout their school day. The staff uses Class Dojo to award points to students for positive behavior, and deduct points for unwanted behavior. This allows students to be held accountable for their actions. The teachers identify the highest point earner for their class each day. These students' names are entered into their respective house for a weekly drawing. Each Friday, the principal announces each houses' point totals for the week and names are drawn for prizes or a chance to spin the wheel for additional points for their house.

At the end of every nine weeks grading period, we have a celebration for the House that has earned the most points. The school is decorated in that House color and parents are invited to attend the morning student recognition. Students are also recognized for A/B Honor roll, academic growth and attendance. Due to COVID-19, we have not recognized attendance, and all celebrations have been live streamed for parents.

2. Engaging Families and Community:

DES has many strategies to keep parents engaged and informed. Prior to COVID-19, DES provided evening activities for parents and families. Music programs, Title I night events, back-to-school events, and school fairs have served as entertainment as well as opportunities to provide parents with ideas to help further their child(ren)'s education. These activities also provide a "family time" for staff, students, and parents/guardians to get to know each other beyond the school/classroom atmosphere.

Communication is key in our building. DES uses many forms of communication to involve and update parents. The DOJO messaging system connects parents directly to their child's teacher and classroom. They can message teachers with questions or information and also stay abreast of their child's behavior (DOJO points are used in our behavior plan). Our school messenger all-call system allows the Principal to communicate by sending recorded messages to all parents/guardians with one call. Due to the family-like nature of our building, many teachers provide personal phone numbers to parents for calls and text messages. Finally, DES provides fall and spring conferences in order to discuss students' education and emotional progress or concerns. All parents are expected to participate in conferences either in person, via phone or Google Meet.

DES has always had an "open door" policy and welcomes parents to be a part of our school family. We encourage parent and community volunteers to help out in any way they feel comfortable. However, this year COVID-19 has put a hold on outside support.

During COVID-19, we have been able to maintain the majority of these strategies by making adjustments for social distancing and no group gatherings. Music programs and award programs have been recorded and provided to the school community via Facebook and Facebook Live. Conferences were held via phone calls or Google Meets rather than in person. DES has worked to maintain as much normalcy for all parties, while trying to keep everyone safe.

Local businesses have partnered with DES to provide for students' and families' needs. SuperATV provided students with school supplies and paid all textbook fees for the past two years, Vehicle Service Group provided hats and gloves for all students K-4, The Deputy Volunteer Fire Department has held multiple fish fries with all proceeds going to the DES PTO. Churches sponsor a building-wide field trip to Derby Dinner Playhouse for students to experience a play. Koehler Tire provided extra paper face masks for students to use when they forgot theirs at home.

3. Creating Professional Culture:

Our school creates an environment where teachers feel valued and supported through professional development, resources, and social-emotional support. As a building we have worked hard to make sure teachers' needs are met across the board. Teachers are provided with virtual professional development from our technology department to prepare for and continue virtual instruction. For example, professional development was provided on topics such as Google Classroom, Kami, Google Cast, and other recording apps in order to assist teachers with virtual instruction. In addition, staff was provided with various online professional development for school safety and emergency procedures through Safe Schools.

DES has professional learning communities structured vertically across grade levels PresK through 4th. Also, grade level teachers participate in districtwide meetings to focus on curriculum and assessment. During these meetings, staff from all buildings gather to share successes and concerns within their grade levels. They discuss solutions to issues and work together to create grade level benchmark assessments.

At DES, the staff workroom has been set up to create a calming environment for teachers to reflect and regroup. Many social-emotional resources are provided such as calming lotions, adult coloring pages and supplies, slips for positive comments, and tactile/visual objects. Teachers are encouraged to engage and explore the social-emotional resources and carry over their use to the classroom.

Teachers have many resources available to them to help create the best learning environment. Some of these resources include 1:1 devices K through 4, flexible seating, Promethean Activepanels and classroom microphones with speaker systems to provide the best classroom environment. During COVID-19 we have increased our resources to include more interventionists through CARES Act money and additional virtual teachers to staffing.

Staff is provided a daily "circle time" as a check-in and check-out. During this time, there are discussions about our successes, struggles, announcements, questions, etc. that have occurred throughout the day. It provides a relaxed atmosphere in which teachers and staff can come together and share their thoughts and update each other on school news or announcements.

4. School Leadership:

DES leadership has a unique structure due to the size of the building. The leadership team is made up of a full-time principal, who shares counseling duties with a part-time teacher, and the school nurse. The principal is supportive, approachable, and open to new ideas. She advocates for programs and staffing when needed, and it is evident that the best interests of students and staff are the foundation of these actions.

Teacher/staff leadership is a big part of our small building's success. We have district teacher leaders as well as building level leaders. The entire staff steps up and leads in some capacity throughout the school year. Staff members take on leadership roles varying from PTO to curriculum mapping. Without this shared leadership a small building would struggle to accomplish their goals.

Teachers provide students with examples of leadership, as well as opportunities to be leaders among their peers. Student leadership includes student council members where each House elects members to represent their House. Other activities include academic teams, sports teams and small group activities within the classrooms.

Madison Consolidated Schools has supported the principal top down. The superintendent is accessible and willing to allow DES to explore and try creative solutions to problems that often emerge due to our small size. All district administrators work well with the leadership team. Our School Resource Officer, who is also the district School Safety & Security Coordinator, works closely with staff and students to provide support and safety for all members of our school community.

The COVID-19 shut down during the spring of 2020 provided challenges for the administrative team, making it difficult to monitor and support both students and staff. Through the use of Google Classroom, the principal was able to be a part of each teacher's virtual classroom to observe instruction and delivery. She was also able to use the all call system to communicate with parents, as well as many individual calls to parents to support and encourage them during this difficult time. She also delivered meals to the families that received "back sacks" and could not come to the school and pick up meals. This drop off time was also a great opportunity to check in on those students.

Communication exists across all levels. Students are taught that communication is important from their first day at DES. We believe communication is the key to strong leadership.

5. Culturally Responsive Teaching and Learning:

DES socioeconomics is diverse throughout the school, which leads to students having different needs that have to be addressed. Students come to us from various parenting/home situations. For example, low income families, divorced parents where students live between homes, single-parent families, foster or other family members acting as guardians, and parents with professional and time consuming jobs make up our student population. In each of these cases, students have different obstacles to overcome and DES strives to help with these challenges.

Unfortunately, many families do not have the resources or educational background necessary to support their children academically. To help in these situations, DES provides after school programs such as tutoring/remediation and after school care with structured activities. In addition, Title I family night events provide structured activities that help to inform parents about current educational practices with question/answer sessions.

Many of our children do not have access to the necessary nutrition to help them grow and focus during the school day. DES provides free breakfast and lunch, and a program called "back-sacks," where low income students are identified and provided a sack of food each Friday to help with proper nutrition on weekends. This program is made possible by donations from local churches.

Positive emotional growth and self-esteem can be factors as well when children are going home to empty houses and having to take care of younger siblings while parents are working. Many do not have the needed exposure to good role models due to the pressures many parents are facing. DES works to ease these issues by incorporating The Essential 55 fundamentals to promote self-respect and encourage students to treat others with respect. This is also addressed during our extracurricular activities such as school sports programs, archery program, STEM activities, robotics, and academic teams. During these activities, students learn to respect each other's opinions, work cooperatively, and learn from each other. In addition, they gain a sense of pride in their achievements.

Once a week, we have a special teacher who visits each classroom to go over coping strategies for emotions and ways to get help if students are in danger. She also meets with students 1:1 or in a small group setting to work on various social skills. Our SROs meet with students who are struggling with behaviors. This weekly meeting provides these children with a positive, respected role model who can help them identify more positive ways to react to difficult situations.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Deputy Elementary School has many educational models and strategies in place that make it a great school. When looking at the one piece of evidence that makes it stand out, vertical alignment rises to the top.

Our teachers and staff communicate across grade levels PK-4, providing many opportunities for students to excel. Vertical communication allows common curriculum, based on grade level standards, and behavior goals that are developmentally appropriate. Behavior goals are often related to schoolwide social-emotional learning. This communication provides consistency in student expectations. Teachers and staff work together and have open communication regardless of grade levels providing a family type atmosphere for students.

Vertical alignment allows for curriculum to be aligned Pre-K-4. This includes, but is not limited to, Everyday Math 4, literacy, STEM, and writing. Aligning the curriculum vertically allows staff to individualize instruction and help students achieve academic growth. Interventions are included in this alignment to make sure all student supports are taken into account.

Informal communication takes place daily during check in/check out time, lunch periods and planning time. Formal communication takes place monthly at data meetings and staff meetings. When there is a concern for a student, staff meet quickly to try and address the concern. Rewards, consequences, and expectations are consistent across grade levels with a common tracking tool (DOJO) to assure students, staff and parents know expectations.

Open vertical communication allows teachers and staff to look at each child as a whole--academically, socially, and emotionally through all grade levels. The relationships that students and staff create are invaluable. Our current staff has a very low turnover rate and we feel that the vertical alignment and open communication are major factors for our students' current successes.