U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

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

Name of Principal Dr. Ryan Hoover
            (Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)
Official School Name Eagle Elementary School
            (As it should appear in the official records)

School Mailing Address 555 Sycamore
            (If address is P.O. Box, also include street address.)

City Brownsburg   State IN   Zip Code+4 (9 digits total) 46112-1879

County Hendricks County

Telephone (317) 852-1050   Fax (317) 858-4119
Web site/URL
https://www.brownsburg.k12.in.us/Eagle-
Elementary   E-mail klengerich@brownsburg.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. JIm Snapp_____E-mail_JSnapp@brownsburg.k12.in.us_____
            (Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Brownsburg Community School Corporation   Tel. (317) 852-5726

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

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.

2. To meet final eligibility, all nominated public schools must be certified by states prior to September 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 2016 and each tested grade must have been part of the school for the past three years.

5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.

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. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. 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.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2021-2022) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district   <u>7</u> Elementary schools (includes K-8)
   (per district designation):   <u>2</u> Middle/Junior high schools
                                     <u>1</u> High schools
                                       <u>0</u> K-12 schools

                                       <u>10</u> TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for 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)
   [X] Suburban
   [ ] Rural

3. Number of students in the school as of October 1, 2021 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	0	0	0
K	50	43	93
1	43	42	85
2	52	42	94
3	64	39	103
4	63	61	124
5	54	51	105
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	326	278	604

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

4. Racial/ethnic composition of   0 % American Indian or Alaska Native
    the school (if unknown, estimate):   3.5 % Asian
                                         14.9 % Black or African American
                                         7 % Hispanic or Latino
                                         0 % Native Hawaiian or Other Pacific Islander
                                         69.2 % White
                                         5.4 % 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 2020 - 2021 school year: 4%

    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 *to* the school after October 1, 2020 until the end of the 2020-2021 school year	18
(2) Number of students who transferred *from* the school after October 1, 2020 until the end of the 2020-2021 school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	25
(4) Total number of students in the school as of October 1, 2020	604
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

    Burmese, Cantonese, French, Fulani, Gujarati, Kinyarwanda, Maninka – Guinea, Punjabi, Serbian,Spanish,Tagalog,Thai, Tigrinya, Yoruba

    English Language Learners (ELL) in the school: 5 %

                                                        28 Total number ELL

7. Students eligible for free/reduced-priced meals: 23 %

        Total number students who qualify: 138

8.	Students receiving special education services	<u>14</u> %
with an IEP or 504:	<u>84</u> 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 with an IEP or 504 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>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>3</u> Other Health Impaired
<u>13</u> Developmental Delay	<u>20</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>41</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: <u>16</u>

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	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	30
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	7
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
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	<u>20:1</u>

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	97%	97%	98%
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 2021.

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 X

    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.

Brownsburg Community School Corporation will provide, within a secure environment, an engaging, relevant educational program with academic opportunities for all students to pursue their maximum intellectual potential. Social and physical opportunities will also be provided to students to encourage them to become well-rounded individuals. Reaching maximum achievement will prepare students to live productively and responsibly in a technical, global society.

16. Provide a URL link to or text of the school's nondiscrimination policy.

https://www.brownsburg.k12.in.us/Required-Notices

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

PART III – SCHOOL OVERVIEW

Eagle Elementary is one of seven elementary schools in the Brownsburg Community School District. There are also two middle schools, one high school and one alternative school. Brownsburg, Indiana is a growing suburban town just outside of Northwest Indianapolis. Eagle Elementary was originally built in 1992. In 2003, major renovations added a new wing of rooms, an extension of kindergarten rooms, a larger cafeteria, parking area and stage The first principal of Eagle Elementary was Marjory Rickman who served in this role from 1992 until 2006. Eagle is one of three stand-alone schools of the elementary schools and is the biggest with a capacity of 800 students. Over the last two decades, there have been three redistricting sessions that have allowed the population at Eagle Elementary to fluctuate from 600-800 students. Our school has many teachers who live in the district but continues to attract new teachers from across the state and country. It is a small-town feel but is growing faster than nearly all towns and counties in Indiana.

The town of Brownsburg continues to grow at a very rapid pace. In 2003, Brownsburg was approximately 18,000 residents. Today, it has over 40,000 residents in the town and affiliated townships. The town is divided into two townships, Lincoln, and Brown. Brownsburg, once a farming community, is now a growing district of schools, homes and businesses and is a popular location for families moving to Indiana. Our parents are employed in blue and white collar positions and many love to live in Brownsburg but work in the city of Indianapolis. Eagle Elementary is comprised of students across multiple ethnicities, socio-economic levels, and family makeup. In the last 15-20 years, student growth has grown at exponential rates. This growth is observed in our diversity of our students. Students and families in Brownsburg are very supportive, welcoming and care deeply about their schools. The school corporation is the largest employer in our town. Our school is characterized with high values and character education. In 2003, the diversity percentage at Eagle Elementary was 7%. In 2022, it is nearly 30% with our African American students serving as the largest ethnicity.

Eagle's RTI (Response to Instruction) program along with our special education inclusion model have served our students very well. Additionally, each teacher is trained and has professional development in differentiation and formative assessments each year and this is evident in each K-5 classroom. Eagle Elementary is not a program school for our emotionally disabled students or students with autism but has several students identified with these disabilities. These along with students with specific learning disabilities, speech and language disabilities and students with other health impairments complete our special education program. We have two full-time teachers with two full-time assistants as well as a certified speech and language pathologist in our building. Eagle Elementary has over 70 students in our special education program. In addition to our special education program, we utilize learning labs at all grade levels, educational technology including success maker, Orton-Gillingham Phonics Model at Grades K-2, and additional time and opportunities for struggling learners to receive direct instruction during, before and after the school day.

Eagle Elementary provides students with many diverse opportunities for our learners both academically and socially. Our RTI model was used as the district model due to the success and implementation over the last 10-12 years. Our staff has presented at local and state conferences numerous times and had many school districts come to observe our practices. Eagle Elementary also brought the initial and now emulated Fun Run to Brownsburg Schools. Each year, we take a day, and each student/grade level has 30 minutes to run laps as a school fundraiser for the Eagle PTO. It is the most successful fundraiser of the year. We also have a very active character education program led by our school counselor. We have monthly character traits, student MVP and ambassadors, and a character education convocation at the end of the year. We are the only school to have Grade2-5 fishing days in which parent volunteers come in to help students' fish in the 3-acre pond behind our school. We team up with the high school fishing club for this experience. We have multiple clubs including volleyball for staff, running club, choir, and student council. We have a weekly recycling club as well. We finish each year at a school-wide Field Day. We have a very dedicated and well-funded PTO.

COVID-19 hit our school and district very hard like many districts around Indiana and the United States. Once we learned about COVID-19, our students were immediately sent to at-home-learning albeit we did

not have plans or practices in place to support this. Our students do not use 1-1 technology at the elementary levels. We prepared instruction the last 5-6 weeks of 2020 by providing educational, grade level packets that families could retrieve online or by picking up at school. Teachers did their best to receive completed work from students and all meetings were held virtually this school year. In 2021-2022, approximately 90% of our students returned to in-class learning. We had 9-10 teachers who became virtual teachers for the 1,000 students at home. Students in class had to wear masks, practice social distancing, work in pods, and nearly every procedure, process, and schedule we had prior to COVID-19 had to be improvised or changed. We remained in this status for the entire school year. In Jan 2022, masks were optional and many of the previous restrictions were rescinded. It is our hope to open in 2022-2023 with no COVID-19 restrictions

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

Brownsburg Community School Corporation has developed a core curriculum that is followed by all of the elementary schools in the district. Teachers have worked on committees to adopt materials, create common assessments, develop curriculum calendars that align with our Indiana state standards and best meet the needs of students. One representative from each grade level team across the district meets quarterly to discuss any changes needed to the curriculum. No single person or building team can make changes to the curriculum on their own. This allows us to be able to collaborate district-wide and share best practices. We have a very standardized process and follow this on a six-year rotation. Teachers and parents are a very important part of helping our school and district choose the resources to support our curriculum.

1b. Reading/English language arts curriculum content, instruction, and assessment:

Teachers at Eagle Elementary use a balanced literacy approach during our uninterrupted, 90-minute reading blocks. We utilize McGraw Hill Wonders curriculum that incorporates both fiction and non-fiction text throughout each 2-week unit. Each grade follows a district-wide curriculum calendar created to incorporate Indiana reading standards. They utilize the scope and sequence of the skills provided by our basal series and then expand on the concepts through whole group instruction, small group instruction, literacy stations, book clubs, and guided reading groups. Literacy stations allow us to differentiate our instruction based on needs and levels while providing time for the teacher to work closely with small groups of students. At the end of each unit, each teacher at Eagle Elementary will give a common assessment utilized by the entire district. This allows us to assess mastery of Reading standards throughout our individual classrooms, grade levels and even the district. We recently trained all Kindergarten, 1st and 2nd grade teachers in Orton Gillingham to support the phonics instruction needed for early literacy skills. Students needing more literacy support based on summative and formative assessments will receive an additional thirty minutes of reading instruction in the Learning Lab each day. In addition to the 90-minute reading block, students also receive an average of 40 minutes of writing instruction per day. Grade level teams have worked together to develop a curriculum calendar that spirals the three modes of writing: narrative, persuasive and expository. For common language purposes, all teachers use the 6 traits of writing with a focus on ideas, organization and conventions. ll teachers use the 6 traits of writing with a focus on ideas, organization and conventions.

1c. Mathematics curriculum content, instruction, and assessment:

Eagle Elementary utilizes the program Everyday Math with fidelity. Everyday Math is a comprehensive math program for Grades K-6 that focuses on producing life-long mathematical skills for students. It is research based, field tested and is based on a spiral continuum of math skills. The main tenants of Everyday Math include the use of technology, real world applications/problem solving and enhancing the home and school relationship. This is the only math program used at Eagle Elementary. Brownsburg Community School Corporation is proud to have the leading math scores on state standardized assessments for five years and in multiple grade levels. At the conclusion of the 2022 school year, we will finish our second adoption of this curriculum and teachers have unanimously decided to re-adopt Everyday Math for the Fall of 2022 and the next six years. Teachers have grown to appreciate how Everyday Math has spiraled the skills and standards from Kindergarten through sixth grade. Teachers use a mix of whole group, small group and stations to meet the needs of all learners. Each grade also gives a pre and post assessment for each unit to develop differentiated groups and to pace and adjust the whole-group instruction based on the pre-test data. Online features of this program such as math games and additional resources per lesson for remediation and enrichment are also incorporated into differentiated stations and reteaching. These online features were especially beneficial while students completed At Home Learning in the spring of 2020.

1d. Science curriculum content, instruction, and assessment:

All teachers at Eagle Elementary utilize Savvas Interactive Science as the main educational resource for our Science instruction. This program was developed using the Indiana K-6 Science standards and uses a hands-on, inquiry-based approach to teach these standards. When our district adopted this curriculum, a team of teachers from across the district developed our curriculum calendar. This calendar allows all elementary buildings to utilize common assessments and language to teach all students. Although we have a science textbook, teachers often use this time to allow students to think creatively to solve real world problems in a project-based format. Students can often be found exploring our school's courtyard and pond behind the school to learn more about their environment. We also have one of Indiana's oldest sundials. Each spring, our 1st grade students incorporate baby chicks into their curriculum and watch the hatching process over multiple weeks. Each classroom receives an incubator and students anxiously await the arrival of their classroom's chicks. Teachers in all grades use science time to help students understand and master non-fiction literacy standards along with their science academic standards. Our Kindergarten Field Trip is a visit to a local farm and wooded preserve.

1e. **Social studies/history/civic learning curriculum content, instruction, and assessment:**

All teachers at Eagle Elementary utilize Savvas My World as the main educational resource for our Social Studies instruction. This curriculum encourages students to explore civics, economics, geography and historical concepts through inquiry-based activities and discussion. When our district adopted this curriculum, a team of teachers from across the district developed our curriculum calendar. This calendar allows all elementary buildings to utilize common assessments and language to teach all students. Teachers use a variety of nonfiction text that correlates to the Indiana Academic standards during our social studies instruction. We use this time to increase the rigor of our nonfiction comprehension skills by reading about current events. Teachers also use this time for civic learning. While in 4th grade, students complete a study of Indiana History and incorporate this into their yearly field trip to the Indiana State Museum in our state's capital. Our teachers, along with the school counselor, provide opportunities for our students to learn about a wide range of careers during our annual Career Day. Members of our Brownsburg community come to our school to teacher our students about their jobs and how to be a good citizen. Our students also receive monthly visits from our Brownsburg High School Athletic Ambassadors. During these visits, the high school students complete a character development lesson with our 3rd grade students. We incorporate character education into our daily instruction and celebrate these values each month.

1f. For secondary schools:

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

2. Other Curriculum Areas:

All students at Eagle Elementary receive a daily forty-five minutes of non-core instruction in the form of physical education, music education, technology, media, and visual arts classes. Foreign language is not apart of this non-core instruction. Students also receive Character Education instruction monthly.

Eagle Elementary students engage in activities that promote health in their bodies, mobility, and coordination in physical education classes. Students are assessed regularly with skills tests and goals are set based upon their individual abilities. Students learn teamwork, sportsmanship, and foundational skills such as throwing, catching, lunging, and more.

All students participate in Body Safety lessons led by our school counselor. They learn grade level appropriate information about how to detect danger in the form of body violation and how to report it. They learn specific ways to remember the steps on how to address those instances and communicate it to an adult that they trust. Students in grades 4 and 5 participate in Social Health videos. They are divided by gender and shown a parental approved video describing the changes that occur during puberty.

The visual arts class at Eagle Elementary encourages students to study the work of various artists from different time periods. There is discussion on ways in which the work relates to culture, diversity, and elements of society. Students are engaged in meaningful art creations with themes that are relevant to them. They are assessed on their knowledge of the artists and their ability to make art based on the different genres. The art is showcased throughout the school and appreciated by all. These art projects may include but are not limited to acrylic paintings, clay, 2-D and 3-D creations.

Our music program intentionally engages students in a variety of genres, instruments, choreography and more. Although students are taught to use traditional instruments such as xylophones, recorders, drums, keys, and voice, they also use non-traditional instruments. You can hear students making music with pool tubes, fidgets, shakers, and more. Our music teacher teaches students interpretive dance and technical choreography. She includes past and present variations to give students a wide spectrum of musical background. They are taught about specific composers and genres of music which adds a component of relevancy for all students at each grade level.

In our technology lab, students learn vital skills such as cyber safety, typing, navigation, and drafting of documents with programs such as Microsoft, Google, and more. Students also participate in writing and manipulating computer codes. By using the coding program, students are being equipped with skills that will be useful in future jobs and careers. Also important are the typing skills that they practice. Students are using laptops to engage in curricular activities in the classroom and to take formative and summative assessments. Having this practice, puts our students at an advantage to use technology more efficiently.

Eagle students also visit the Media Center each week. They can check out books that they enjoy which promotes the love of reading and the media specialists guides students on choosing books on their grade level. The younger students listen to read alouds during their visits and skills such as main idea, cause and effect, problem and solution are reinforced. The older students are given time to practice and utilize resources such as dictionaries, encyclopedias, thesauri, and other forms of references. Our fourth and fifth grade students participate in a Battle of the Books, planned by our Media Specialist. They are motivated to read a series of novels, assessed on their comprehension, then broken into teams for some friendly competition of their recollection of key features of the novels.

In addition to our forty-five-minute specials class, our school counselor visits each classroom to teach a lesson on the character trait of the month. She also teaches our students tools that they can apply when problem solving from a program called Kelso's Choice. These tools are posted around the school building as a reminder for students.

3. **Academic Supports**

3a. Students performing below grade level:

At Eagle Elementary and Brownsburg Schools, we have numerous interventions and processes that we integrate into the day and year for students that are performing below grade level. Utilizing data from our most recent IREAD and ILEARN Assessments, most of our students are meeting grade-level standards. However, the most recent ILEARN assessments (2021) showed that approximately 20% of our students continue to struggle to pass. When looking at subgroups and cohorts of more than 10 students, we have found our Free/reduced (Lower SES) students, our special education students, and our African American Students are scoring 10 or more percentage points lower than their peers depending upon what assessment and subject is being measured.

Several interventions are used to support students performing below grade level. General education teachers differentiate and remediate through small grouping and modified work during general education classes as guided by formative assessments. Students needing additional time and help attend both language arts and math learning labs. Students on Tier 2 and Tier 3 of RTI can do Success Maker each day. We provide four sessions of after-school programming that includes an additional 45 minutes of math and reading throughout the school year. Summer School is provided for early intervention for grades K-3

The priority for these programs is for our students in subgroups who need this additional work. They are the first students who are placed in programs and the first to utilize resources.

3b. Students performing above grade level:

Students performing above grade levels are determined between the kindergarten and first grade year, after 5th grade, and anytime a teacher or parent would like for their child or student to be evaluated for our high ability program. In grades K-1, we first look at our DIBELS Assessment to get a baseline of students. Most students qualify and are assessed at each elementary building using a Cognitive Abilities Test (CogAT). Students qualifying are placed in our 2nd and 3rd grades and 4th and 5th grades multi-grade high ability classrooms and work at a minimum of one grade level higher than their grade level peers in reading and math. Students who do not meet the very high qualifications for the high ability program but still performing above grade level are placed in cluster groups at individual grade levels. Eagle Elementary Teachers use a method called the Gentry Model (after Marcia Gentry) to cluster students at different educational levels at each grade to allow for more direct instruction at the appropriate level. Cluster students are allowed to work at faster paces and on literature that is higher level. In addition to these assessments, each student takes an Scholastic Reading Inventory assessment 3 times a year and students in grades 3-5 take a criterion-referenced assessment called Clear Sight.

3c. Special education:

Eagle Elementary and all Brownsburg Schools have excellent special education programs. Admittedly, our special education population is growing at a much faster rate than our general education program and we have struggled at times to hire qualified teachers and assistants. The last three years we have observed our program growing from approximately 25 students on our inclusion caseload to nearly 50. Our special education program in 2022 has two full-time inclusion teachers as well as 2 full-time assistants. As a team, they work with all students who have an IEP in grades K-5. The two teachers split the duties and grade levels to ensure that each identified student sees them over the course of the week. We utilize a full inclusion program in which our teachers and assistants use co-teaching and push-in services for nearly all instruction. We do have one room dedicated to the special education staff and it can be used for testing accommodations and small groups as needed. Our special education model has produced very strong standardized scores over the years in comparison to district and statewide passing rates on Indiana Statewide Testing for Educational Progress (ISTEP)and Indiana Learning Evaluation Assessment Readiness Network (ILEARN). Our teachers and assistants are all trained in Orton-Gillingham phonics instruction, participate in all professional learning communities and other forms of professional development to better instruct our students. Our special education program has students that are identified with specific learning disabilities in math and reading, emotional disabilities, other health impairments and students on various levels of the autism spectrum.

3d. English Language Learners, if a special program or intervention is offered:

Eagle Elementary has seen growth in the number of students who are entering our school identified as English Language Learners. Similar to special education growth, Brownsburg Community Schools has doubled in the number of identified students. Our program services students on the continuum of the World-Class Instructional Design and Assessment (WIDA) Scale with most of our learners ranging from average to strong English understanding and ability to speak fluently. Each elementary school in Brownsburg has a dedicated assistant who works primarily with all of our ELL Learners. This program is an inclusionary model in which the trained assistant works in the classroom with the general education teacher or will at times work with students in small groups outside the classroom. In some cases with students who are needing more direct instruction, our assistant will utilize our ELL classroom for small groups. Her classroom also has many instructional and technological resources for our ELL students. The district also recently hired a full-time ELL licensed teacher who will serve as the leader of the program and will begin to provide ongoing professional development to our ELL Assistants. The assistant principal and school counselor at Eagle Elementary work collaboratively to perform all WIDA assessments and other performance assessments for our ELL Learners. To date, Eagle Elementary has not always had enough

identified students for a cohort for standardized assessments but students in this program are continuing to out perform other ELL Learners throughout the state of Indiana.

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

PART V – SCHOOL CLIMATE AND CULTURE

1. **Engaging Students:**

Students at Eagle Elementary are rewarded for both academic and personal growth. Our teachers work diligently to help our students know how to set appropriate goals for themselves in and out of the classroom. We have a school-wide behavior plan titled "Sporting Good Behavior" that encourages social and emotional growth. Our students' classroom behavior is recorded daily on a communication sheet that helps parents, students and teachers work together to encourage and inspire students to do their best in the classroom. Students reaching their own personal goals are celebrated weekly and each quarter a classroom MVP is named for showing high character around our school. Certificates and medals are awarded, as well as parent communication, to celebrate our students' successes. Positive postcards are also made available for our teachers to send positive communication home to students and their families.

During the 2020-2021 school year, nearly 90% of our student body resumed in-person learning. The 10% of students whose families chose to participate in At Home Learning were given supports from our classroom teachers and instructional coaches throughout the district. Two teachers per grade were selected as At Home Learning teachers and spent their entire year leading our students via Zoom. These teachers were able to continue nurturing social and emotional learning through daily morning meetings and other fun classroom activities. When students returned to Eagle Elementary at the beginning of the 2021-2022 school year, many teachers remarked about how they seemed to continue making educational progress while learning from home. We attribute this to the dedication of our staff, our school districts high standards of excellence and the support they received from our community and staff members.

Eagle Elementary is a special school. Former students often positively remark on their time spent at Eagle and special memorable events such as Fishing Days, 3 on 3 basketball tournament, Camping Day, Beach Day and Read Across America Celebrations like our Thing 1 and Thing 2 parade. Eagle Elementary leaves a lasting impression on parents, students and staff alike.

2. **Engaging Families and Community**:

Parent participation is vital to our social and academic success at Eagle Elementary. First of all, our school has a remarkable Parent Teacher Organization. This organization is key to parent involvement. They host numerous opportunities for our students and parents to get to know each other such as Muffins with Mom, Donuts with Dad, Fun Run. They also organize classroom parties held twice a year. Parents can often be found throughout our school supporting teachers in our workroom, chaperoning field trips, volunteering with their child's class at Fishing Day or Track and Field Day, working with small groups in the hallway, and joining their student for lunch. We also host a Back to School Night where families are invited to meet their child's teacher and learn about classroom expectations, remediation opportunities and important classroom information.

Parents and students at Eagle Elementary are always looking for ways to help our community. The student council is very active in building school spirit and supporting our community. This group hosts spirit days to encourage students to dress up using fun themes. They raise money for Riley Children's Hospital through coin wars between grade levels. They also help to keep our school green by leading our recycling efforts. Each Friday, students gather recycling bins from around the building and dispose of them through our recycling center. Each year, our Student Council also leads efforts for gathering food donations for our local community food pantry. This pantry is frequented by many of our Eagle families on a regular basis. Our school counselor also works closely with local organizations and churches to provide support for struggling families, such as providing them food and resources during the holiday season and school supplies in the Fall.

Eagle Elementary also has many community partnerships. One program, Real Men Read which is sponsored by the Brownsburg Education Fund, encourages the love of reading to our Kindergarten students. Four times a year, a volunteer from our community will come to read a picture book to the students and they will

receive their own copy of the book to take home. We also have Brownsburg High School Athletic Ambassadors that visit our 3rd graders monthly. During these 30-minute sessions, our high school athletes lead character development lessons in their assigned classrooms. They provide mentorship to our third graders and encourage them to do their best in school.

3. Creating Professional Culture:

Eagle staff engages regularly in ongoing, on-site professional development. It involves deep reflection and collaboration. Each elementary school in Brownsburg is staffed with a full-time instructional coach. Their role is to provide continuous support and professional development to all teachers. New teachers are expected to work with the instructional coaches more consistently through weekly planning meetings and model lessons. As a result of this level of support, teachers are able to get their regular professional needs met.

Coaches work closely with all teachers and the principal to gather instructional feedback and analyze data. Teachers are always responding to the varied learning needs of the students. This information drives the focus for staff meetings. Material presented at staff meetings is then followed up by model lessons with the instructional coach. Evaluators will also give feedback during walkthroughs and evaluations with this focus in mind.

The culture of constant growth translates to each grade level during our weekly Professional Learning Communities (PLC). Teachers will track their classroom data and discuss instructional strategies to meet the needs of our learners. Each time a new assessment is administered, teachers analyze their weakest areas, and they push each other to reflect, grow, and change. The process for each PLC is the same. Teachers answer four essential questions that help them to reflect on the content taught, goal set, results yielded, and action steps moving forward. The notes from each PLC are recorded and communicated to administrators who then provide support as needed.

The entire teaching staff of the school district participates in this level of growth in the same manner. Teachers have three different half day trainings throughout the school year. These trainings are delivered by the seven instructional coaches from each building and are based on the common needs shared by the district. Some past topics have included guided reading instruction, formative assessment and pushing rigor in reading. The information is tailored to each grade level during these district wide professional development sessions. Teachers typically receive work time on these days to plan how they will apply the new information. The ideas and plans are then shared across the seven elementary schools. This practice of sharing promotes consistency across the district and collaboration amongst teachers. The commonality of the professional development also allows the coaching and feedback to be consistent for the evaluators. Administrators can have discussions on how to support teachers from building to building because there is a shared goal. The goal always points back to the specified skills that teachers have learned.

4. School Leadership:

Eagle Elementary has long held the belief that the best form of leadership is shared and servant leadership that promotes collaboration to allow students and staff to succeed academically and socially. Eagle Elementary has one principal, one assistant principal, one school counselor, one instructional coach, and one grade level representative/leader at all grades K-5. This group along with a member of our special areas comprise the Eagle Leadership Team. This team meets once per month to discuss, plan, and strategize for instructional purposes but also to discuss building operations, decisions and upcoming events. The principal serves as the instructional leader of the building and is ultimately responsible for all actions and decisions of the school. The assistant principal works in collaboration with the principal on decisions as well as serving as the building disciplinarian. The instructional coach, although not considered an administrator, is the lead for curriculum and instructional strategies. The focus of the group is to discuss best practices for instruction, to discuss how to continue to enhance professional learning communities, and to provide feedback back to their respective teams.

In addition to the leadership team, the RTI (Response to Instruction) Team serves as a form of leadership for

our students and staff. The team consists of all administration, the instructional coach, special education teachers, SLP, and counselor. General education teachers are also part of the team when they refer students. The team meets each week and discusses all students that are below grade level in reading and math as based upon DIBELS and Clear Sight Data. Teachers make referrals to the team and the team uses a focused brainstorming session to provide new strategies for teachers to use with students. The team also moves and completes paperwork on the various tiers of the RTI System. School-wide data is reviewed as well as grade level specific data.

The last form of leadership at Eagle Elementary is our BCTA (Brownsburg Classroom Teachers Association) leadership team. Three members of the BCTA serve as the committee that meets with Eagle Administration once per month to discuss upcoming dates, building decisions, and any staffing concerns. Each month we collaboratively make an agenda to discuss pertinent events and/or to share any potential problems that may arise. This is a great opportunity for both sides to openly communicate in a proactive manner.

5. Culturally Responsive Teaching and Learning:

Our school district has taken steps to place an added focus on supporting students from various backgrounds and cultures. Currently, there is a District Equity Leadership Team and each person serves as a liaison at each school building and department. Each school building and department has a Site Equity Leadership Team that supports staff members as they address issues of equity from day to day. At Eagle, the Site Equity Leadership Team includes seven staff members who serve in various roles. These individuals attend district level meetings and participate in the planning of equity initiatives. They also serve as facilitators during staff development meetings focused on equity. These individuals are available to the staff in times of conflict, questions, or advice needed on issues surrounding diversity and providing equitable outcomes for all students and staff.

Teachers lead gatherings in their classroom called Morning Meetings. Important qualities such as acceptance, equity, empathy, and more are embedded in the lessons that are facilitated each morning. Students who are facing issues with acceptance, inequity, and disrespect are asked to participate in Restorative Circles. The type of circles that are led by administrators and the school counselor promote conflict resolution, communication skills, and restoration for the student who was offended. This process not only addresses the issue at hand but works to restore the hearts and minds of all involved. Parents are contacted when these circles are held and encouraged to follow up with their students.

When significant current events and/or social movements that may have a direct impact on our school community occur, teachers collaborate with administrators and teachers on how to best address those issues. The theme of the event may be discussed during Morning Meeting or instructional materials are gathered to appropriately represent the facts in the form of a standards-based lesson. Parents are informed of the topics to be covered and are welcome to contact teachers to gain more information on the method in which the materials will be presented.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

The staff at Eagle Elementary would share that what makes our school successful is linked to so many different groups of people and processes. This would include our amazing parents and patrons of the community, the very supportive Parent Support Group (PSG), and our central office leadership. However, if we had to choose one area or one strategy that we have employed to allow our students and staff success it would undoubtably be the integration of professional learning communities (PLC). We have learned that the PLC process is very powerful. They allow our teachers the time to discuss all students and then the opportunity to make instructional decision to help all students in their class and their grade level. It has truly changed the way our school operates.

Approximately 11 years ago, we began our PLC journey as this process was one that was not yet utilized. We began by visiting other school districts that had the PLC process in place. We learned quickly a few areas had to be addressed. One was time. We needed to have a dedicated time of the week in which all teachers gathered for PLC. A second was a non-negotiable set of norms had to be created for each grade level. This piece is really the accountability of the PLC. Finally, the third was having a PLC leader at each grade level to facilitate the meeting. We began that year by holding the first ever PLC leadership Summit and have since done one every summer. We believe the consistency and rigor of the PLC process has allowed our students to grow at faster paces than schools that do not use the PLC process. Our statewide data for our school and district are evidence of this as Brownsburg Schools has been ranked number one in math and language for the last 5 years. This is out of 293 public school districts.

The beauty of the PLC process is that is serves as the best form of professional learning and development for the staff. Teachers have time to bring data and discuss instructional techniques that they believe will work or in some cases that did not work. It allows for teachers to have open conversations and be honest about student learning. It allows for modeling and mentoring of new teachers. It also takes accountability of just one classroom to the entire grade level. Teachers at a specific grade level look at all students in the grade as they make decisions. This also lends itself to teaming, grouping and differentiated instruction.