

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

[X] Public or [] Non-public

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

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

Official School Name Fred H Croninger Elementary School
(As it should appear in the official records)

School Mailing Address 6700 Trier Road
(If address is P.O. Box, also include street address.)

City Fort Wayne State IN Zip Code+4 (9 digits total) 46815-5499

County Allen County

Telephone (260) 467-6050 Fax _____

Web site/URL https://www.fortwayneschools.org/croninger E-mail rachel.merz@fwcs.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Mark Daniel E-mail mark.daniel@fwcs.k12.in.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fort Wayne Community School District Tel. (260) 467-6000

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

(Superintendent's Signature) Date _____

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

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

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

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

**Non-public Schools: If the information requested is not applicable, 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 (per district designation):
- 31 Elementary schools (includes K-8)
 - 10 Middle/Junior high schools
 - 5 High schools
 - 0 K-12 schools
- 46 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)
 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	49	52	101
1	50	50	100
2	50	48	98
3	54	47	101
4	57	42	99
5	64	55	119
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	324	294	618

*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):
- 1 % American Indian or Alaska Native
 - 4.5 % Asian
 - 14 % Black or African American
 - 2.5 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 69 % White
 - 9 % 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: ≤1%

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, 2020 until the end of the 2020-2021 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	0
(3) Total of all transferred students [sum of rows (1) and (2)]	0
(4) Total number of students in the school as of October 1, 2020	618
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

6. Specify each non-English language represented in the school (separate languages by commas):
Amharic, Arabic, Burmese, Chinese, Gujarati, Hindi, Karen, Portuguese, Spanish, Tamil, Telugu

English Language Learners (ELL) in the school: 2 %
13 Total number ELL

7. Students eligible for free/reduced-priced meals: 29 %

Total number students who qualify: 180

8. Students receiving special education services with an IEP or 504: 13 %
81 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>1</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>20</u> Other Health Impaired |
| <u>2</u> Developmental Delay | <u>15</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>37</u> Speech or Language Impairment |
| <u>1</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	25
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.	14
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 25:1

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%	98%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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.

Croninger teachers create a comprehensive, engaging, communication and technology-enriched curriculum which inspires, educates, and motivates students to become independent, creative, and critical thinkers who will thrive in a diverse, evolving, global society. We believe that education is a shared commitment between dedicated teachers, motivated students, and enthusiastic parents with high expectations for academic and social emotional growth. We are A Community of Learners, Aiming for Excellence.

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

<https://www.fortwayneschools.org/discrimination>

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

Fred H. Croninger Elementary School is a Communication Magnet School located in northeast Fort Wayne, Indiana that welcomes all students. Families interested in applying for our magnet school must fill out an application and submit it by the deadline. A public lottery is held when applications exceed spots available at a specific school or grade level. Sibling preference is considered. Historically, there is always a long wait list of applicants to attend Croninger. Families eagerly anticipate the public lottery, held by the district, to determine the next school year enrollees. <https://fortwayneschools.org/lottery>

PART III – SCHOOL OVERVIEW

Fred H. Croninger Elementary School is a public urban elementary school located in northeast Fort Wayne, Indiana. Croninger is one of Fort Wayne Community School's (FWCS) seven magnet schools. As a magnet school, Croninger offers a specialized program focusing on communication. The Croninger magnet program started in the fall of 1988. Due to this specialized program, students are exposed to a variety of communication areas including a media studio housing a TV studio, as well as early education of a second language (Spanish).

As a magnet school, Croninger does not have attendance boundaries; instead, students must apply through the FWCS lottery process. The lottery process allows parent school choice within a public school system. This lottery process also ensures diversity of students since students come from all over Fort Wayne and not the traditional neighborhood zoning. Fort Wayne Community Schools has placed Croninger into a feeder school pathway. Due to this unique choice, students who attend Croninger will automatically attend Blackhawk Middle School and R. Nelson Snider High School. This helps continue the diversity at those schools as well.

Croninger staff creates a comprehensive, engaging, communication and technology-enriched atmosphere which inspires, educates and motivates students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society. More than 74% of Croninger Elementary teachers have more than 10 years of experience, including 37% with 20 or more years of experience. Teaching positions at Croninger are highly sought after thus the applicants are enthusiastic and highly qualified. All staff, certified, classified and support staff members, are hands-on and possess high expectations in academics. This hands-on culture leads the school environment to be inclusive with high social and emotional learning and awareness.

Parent and community involvement are key to Croninger's continued success. Our PTA's presence enables the school community the opportunity to host nationally recognized authors, motivate students through authentic learning experiences such as JA Biztown, Indiana Motor Speedway Mobile Field Trip and the Reflections Art Program. Surrounding community organizations contribute to authentic learning experiences that require students to apply compassion and consider serving others. The Croninger Kids Care Council (CKCC) leads these efforts by communicating and organizing the opportunities they discover in our community and surrounding areas. At Croninger Elementary, we believe that education is a shared commitment between dedicated teachers, motivated students and enthusiastic parents with high expectations for academic and social emotional growth. Furthermore, as a school in Fort Wayne Community Schools, Croninger Elementary educates all students to high standards enabling them to become productive, responsible citizens.

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:

Croninger uses a curriculum designed to increase the rigor of the content students are learning and prepare students with the skills needed to be successful in life. Croninger teachers create a comprehensive, engaging, communication and technology-enriched curriculum which inspires, educates and motivates students to become independent, creative and critical thinkers who will thrive in a diverse, evolving, global society. These skills, known as the 6 Cs of global competency are: character, citizenship, collaboration, communication, creativity and critical thinking.

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

Croninger’s instructional focus this year in literacy is providing differentiated instruction through guided reading, small group instruction and independent workstations. Croninger teachers ensure that lessons for those focus areas are prepared and planned to provide intentional and precise instruction of skills and standards focused on the needs of each individual student. Teachers have access to a variety of instructional reading levels and text complexities. Teachers use running records to progress monitor their students’ reading progress on a regular basis, as well as FastBridge progress monitoring to identify letter sounds, names, and also fluency.

Curriculum Writers across Fort Wayne Community Schools built a scope and sequence based on Indiana Academic Standards. From there, units and unit assessments were created. Units include a theme, standards, resources, and links for each standard to the Indiana Department of Education with vocabulary, Special Education and English Learner ideas, as well as guided questions to clarify what the standard is truly identifying as mastery. Croninger staff uses this scope and sequence to create assessments, instruction, and meaningful tasks that engage students with the standards.

Each week, Croninger teachers participate in common planning and weekly collaborations to discuss different data points. The Teaching and Learning Cycle guides the teachers through meaningful conversation about instruction, setting goals, monitoring instruction, and adjustment of instruction. This team level collaboration and conversations help all stakeholders in the school understand the goals of getting students to move forward and show growth in all areas of literacy.

Teachers work together to identify standards, create common assessments and adjust instruction as needed through formative assessment and summative assessments. Using this data teachers guide next steps, provide interventions and acceleration for students that need them. Teachers work together using mentor texts to address how standards and skills will be taught and provide rich opportunities for students to access all genres and varieties of texts in multiple ways. Students then have opportunities to use these skills independently through independent practice and in small group to continue growing as readers and writers. A variety of exit slips, fluency practice, vocabulary practice, and running records guide all of this information collected on students. Teachers also utilize a variety of online assessments to help guide instruction, such as FastBridge multiple times a year, DnA assessments to check for standard mastery, and PSA (periodic standards assessments) multiple times a year to ensure mastery and growth in grade level skills.

A Fort Wayne Community Schools focus of Guided Reading helped ensure that all students were getting reading instruction in a small group setting, at their instructional level. A shift to instructional mini lessons for reading instruction helped provide the opportunity for more intentional independent work, small group needs, and dedicated and explicit instruction. This shift also provided more opportunities for instructional time to be used to merge reading and writing, in order to show the connection between the two. Utilizing Recipe for Reading guided phonics instruction within Croninger and the district. It provided teachers with

an explicit, systematic approach to instruction on phonics and phonemic awareness to ensure foundational reading skills were mastered. These foundational skills also had a specific scope and sequence to address the importance of building these foundational skills for all readers.

Students have multiple opportunities to access technology while being part of literacy instruction. Eduprotocols was an initiative that was introduced and executed for students to have opportunities to do activities outside the box of the regular reading instruction. Teachers provide options for listening and responding to texts online, creating stories of their own, and the opportunity to be part of the communications programs in the building which includes creating newscasts and the practice of using technology to create Claymations with a storyline and Spanish activities to make connections in everyday life and in literacy content.

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

Fort Wayne Community Schools defines numeracy as using problem solving to understand patterns, relationships, and representations of and among numbers in real world contexts and the ability to work flexibly with different types of numbers. The focus of the elementary math program at Croninger is on four interwoven components to help with our district's numeracy goal: skill development surrounding number sense, conceptual understanding in order to be able to process abstract encounters with numbers and problems, opportunities for mathematical discourse, and using multiple strategies to problem solve. Croninger teachers use manipulatives and supplemental resources to help incorporate all of these skills and strategies to make sense of real-world problems and apply mathematical knowledge to any situation.

Croninger students participate in conceptual, background building lessons with instructors using Math in Practice as a guide to use manipulatives, have meaningful math conversations, and participate in hands-on tasks that engage the students in high-quality immersion of math activities. Additional practice and skills were supported using Go Math, as a resource. A scope and sequence that supported application of skills rather than just teaching skills and standards in isolation allowed students to see connections between Indiana Academic State Standards and skills that were connected, creating additional opportunities for students to see how standards and skills connect to real-world situations.

The scope and sequence that Croninger Elementary and Fort Wayne Community Schools uses was created by teachers using the Indiana Academic Standards and reflects what the district was in need of based on differentiation, application, and assessment of skills. Focusing on critical standards and the supporting standards embedded within, the building and district focuses on mastery of skills for each grade level with the opportunity of growth beyond just a student's grade level.

To assess math learning, students participate in Fastbridge assessments and assessments using the DnA platform. Not only do students participate in these summative assessments to guide instructional decisions around intervention and acceleration, they also participate in formative assessment to guide in the moment instruction to adjust daily instructional decisions around mastery and understanding. These assessments also guide teachers in the directions they need to go for optimal learning experiences and outcomes centered around data and student engagement. Intervention is provided to students based on this data and monitored through progress monitoring in FastBridge. Special Education students also have the opportunity to participate in progress monitoring as a way to track their individual progress. Making adjustments to instruction for all learners based on all of these data pieces guides the instruction provided.

Each week, Croninger teachers participate in common planning and weekly collaborations to discuss different data points. The Teaching and Learning Cycle guides the teachers through meaningful conversation about instruction, setting goals, monitoring instruction, and adjustment of instruction. This team level collaboration and conversations help all stakeholders in the school understand the goals of getting students to move forward.

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

Science in Fort Wayne Community Schools is an inquiry-based, hands-on experience. Curriculum focuses on physical science, earth/space science, life science, and content-area literacy. Lessons also incorporate Science and Engineering Process Standards. These focus on what processes students should be partaking in while learning science content. These processes develop scientific thinking and an experimental mindset. In addition to science, computer science instruction is incorporated at each grade level. Standards for computer science are based on five core concepts: computing devices and systems, networking and communication, data and information, programs and algorithms, and impact and culture. Technology-based supports for elementary teachers include the HMH Dimensions platform, BrainPOP, and code.org. Croninger teachers embed science into the scope and sequence for both literacy and numeracy as a way to provide interdisciplinary lessons to help students move beyond the four walls of the classroom or to bring the world to them. Project based learning opportunities are provided as teachers collaborate with students giving them a voice in their learning focus. This helps to emphasize and align the learning opportunities with the global competencies.

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

Social studies in Fort Wayne Community Schools is designed to develop students' thinking and decision making skills to progressively become active participants within their family, their school and neighborhood, their community and city, their state, and their nation. Each grade level is organized around four standard areas: history, civics/government, geography, and economics. In history, students begin by distinguishing between past and present people, identifying continuity and change in different settings, comparing their community with others in the region, and identifying important events in Indiana's history and US history from pre-Columbian interaction through the American Revolution. In civics, students learn about the rule of law in their school, community, state, and nation while identifying individual rights and responsibilities in relation to interacting with our government and within our democracy. With geography, students begin to learn about maps and globes as representations of the earth's surface and geographic, physical, cultural, and meteorological characteristics of their various environments. In economics, students learn about wants and needs, different choices people make, the businesses of our local community and the goods/services they provide, and aspects of the historical economies of Indiana and the United States. In addition, all grades participate in Junior Achievement curriculum focusing on financial literacy, businesses/entrepreneurship, and work readiness. Fifth grade students participate in a capstone experience at Junior Achievement's Biztown complex. Social studies knowledge is assessed in a summative manner by the state on the ILEARN exam in a student's fifth grade year. Croninger teachers embed social studies into the scope and sequence for both literacy and numeracy as a way to provide interdisciplinary lessons to help students move beyond the four walls of the classroom or to bring the world to them. In earlier grades, nonfiction units in ELA incorporate social studies anchor texts with content such as diversity, history, and civics. At higher grades, social studies is explicitly taught every day and focuses on different facets of Fort Wayne, Indiana, and the United States. At all levels, project based learning opportunities are provided as teachers collaborate with students giving them a voice in their learning focus. This helps to emphasize and align the learning opportunities with the global competencies.

1f. For secondary schools:

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

2. Other Curriculum Areas:

The communications room (TV Studio) is a multipurpose room. It contains the WCKN television studio and control room with an entire staging area green wall for productions. All students in kindergarten through fifth grades have regularly scheduled classes in the communications room on a rotating basis. During this time, they receive comprehensive instruction in television production. Students learn the proper care and techniques for using the video cameras, the teleprompter, the audio mixer control unit, the switcher

and microphones. Fourth and fifth grade students learn to use editing software and complete editing on iMac computers. All students in grades two through five produce the school's biweekly WCKN newscast. Students are taught the correct techniques for anchoring and producing as they participate in our newscast positions. The newscast is aired on our school's YouTube channel and is often shown on the large classroom screens using an LCD projector. Students participate in various communication activities, including radio shows, television shows, creating commercials, multimedia presentations, and school activity highlights. Throughout the school year, student projects are shown on cable-access channel LTV-54 and Verizon FIOS 24. These shows are aired on Thursdays at 7:30 p.m. each month during the school year.

All students in grades K-5 have weekly scheduled Spanish class. Students enjoy learning how to speak, sing and write in Spanish. Croninger provides a Spanish pathway that allows students to progressively build knowledge of the Spanish language that prepares them for the future. Unlike most other students in the district, Croninger students have the opportunity to test out of Spanish 1, receiving a high school credit, before attending Middle School.

All Croninger students receive art instruction. Students in kindergarten through fifth grade are taught 45 minutes each week. The students are taught the basic principles of art and elements of design through various art projects. Art standards are integrated into all lessons in all grade levels. Students are given the opportunity to experience art through drawing, painting, hand-built and wheel-thrown ceramics, three-dimensional projects, and weaving. Periodically, guest artists visit with students. Artwork is displayed throughout the year in the school, at the local FAME (Foundation for Art and Music in Education) festival, and in various community buildings.

The Croninger music curriculum, based on national and state music standards, allows all students to learn how to communicate through music. In an average class you'll see students moving to music, playing instruments, singing, and creating their own rhythms and melodies. Students can look forward to yearly performance opportunities as well as learning the basics on a variety of instruments including voice, piano, guitar, and recorder. In the final year of their elementary music experience, 5th graders are given the opportunity to participate in Croninger Choir. This extracurricular ensemble gives students a chance to demonstrate and improve their music literacy in a fun and formative way. It is our goal at Croninger that every child will leave equipped with the skills and knowledge to utilize music as a vital form of expression and communication.

Students at Croninger engage in a variety of activities during Physical Education throughout the year. Some of these include flag football, soccer, floor hockey, tennis, scooter board play and games, basketball, frisbee, volleyball, rope jumping, the Pacer Test, and parachute play. Students are tested for aerobic capacity, muscular strength, agility, and skill level. Fitness, sportsmanship, and a lifetime healthy lifestyle are concepts that are emphasized during each unit. Kindergarten students take part in an annual gym show that highlights some of their fun gym activities. Croninger students also participate in the Fall FWCS cross country race series, the FWCS basketball league, Croninger Volleyball Camp, Mileage Club, Kangaroo/Jump Rope Challenge, and a track meet in the Spring. Each year in May, students in all grades enjoy a fabulous field day.

All Croninger students visit the library for 30 minutes each week. During a portion of that time, they select books from our library of over 13,000 books. In addition, K-2 students listen to a book read-aloud and learn library procedures, book care, favorite authors, and fiction/nonfiction. In grades 3-5, students are taught library skills including using the Destiny computer card catalog and the Dewey Decimal system; accessing reference books and World Book Online encyclopedia; locating books by call number; and using the table of contents, glossary, and index in nonfiction books. Each year, all students have an opportunity to participate in two reading incentives – Young Hoosier Books and Winter Break Reading.

Counseling is one of the services offered to students at Croninger who may need extra emotional and behavioral support. Students receive counseling from a licensed mental health professional through one-on-one sessions, group counseling, crisis support, and in-class support. Students are referred for a variety of reasons including anxiety, depression, behavioral issues, low self-esteem, emotional regulation, anger management, and unexpected life events. With the licensed therapist, students work on coping skills, social

skills, decision making skills, and other goals that the student, therapist, and parents work collaboratively on deciding. On a school-wide level, all Croninger students are given well-being lessons and are taught calming strategies that they can utilize in the classroom and beyond.

3. Academic Supports

3a. Students performing below grade level:

Croninger's mission is to educate all students to high standards, enabling them to become productive, responsible citizens. Our system to ensure that all students are successful is called the FWCS Pyramid for Success™. The Pyramid is composed of three tiers of supports that become more intense and personalized for students who need remediation or to be challenged further. We begin with universal screening for all students to identify academic, social, emotional and behavioral needs. Whatever the student's current level is, our goal is to assist and challenge him or her to increase his or her level of success.

Children who struggle at Croninger may be considered candidates for a process called Response to Intervention (RtI). RtI is designed to give additional support (interventions) to struggling learners. RtI can be broken down into three tiers. In Tier 1, all students receive instruction with an evidence-based, scientifically researched core program. This is synonymous with core reading or math curriculum that is aligned with state standards. In Tier 2, our school's interventionist uses systematic instruction, tailored towards a small group of students who are at high risk for achieving in Tier 1. The RtI team (Instructional Coach, Interventionist & Building Administration) identifies

and places students who are at high risk. In the past, the school has used mostly FastBridge data, but now considers all data to inform decisions, including progress monitoring, teacher observations and running records and any other data that may be useful to demonstrate a student's progress. Croninger's goal is to have students return to Tier 1 and succeed, with support from the classroom teacher, as needed. Finally, Tier 3 support looks like individual education plans (IEP) with specific goals and measures identified for each student.

3b. Students performing above grade level:

Per FWCS guidelines, Croninger administers multifaceted assessments as a means of collecting and analyzing data to identify the educational needs of high ability students. The school meets this multifaceted assessment requirement through administration of the Cognitive Abilities Test (CogAT), the Scales for Identifying Gifted Students (SIGS) Inventory, and FASTbridge data for Reading and Math. Students in grades K, 2, and 5 are universally screened with all other students within the district. Additionally, students who are new to Croninger Elementary School may make a verbal or written request to the school's principal to request high ability testing. Parents are notified of the outcomes of the assessments. Historically, there are a large number of high ability and high achieving students enrolled at Croninger. Currently, Croninger's population consists of 86 high ability students. This percentage of students continues to increase as we leverage digital and implement new enrichment opportunities, such as our Gateways to Enrichment Choice Board extensions provided quarterly to students.

3c. Special education:

All students, including those with disabilities, are held to high expectations and have equitable access to educational opportunities that enrich their lives and prepare them for future success. Croninger provides special education services to qualifying students. Students in special education receive Tier 3 support. Our special education teachers focus on meeting the students' individualized needs in math, reading and writing. Progress is regularly communicated with parents to foster and create positive relationships.

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

Croninger's English Language Learner (ELL) program is integrated into classroom instruction and needed language development and support is provided by the classroom teachers. Additionally, Croninger is provided with interpreting and translation services for our families, which represent over 13 languages.

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

We ensure the enrollment, attendance, and success of homeless children and youth in school, based on the McKinney-Vento Act. Croninger students who are in temporary, inadequate and homeless living situations have the following rights: Enrollment in the school they last attended or the school in whose attendance area they are currently staying even if they do not have all of the documents normally required at the time of enrollment; Access to free meals and textbooks, Title I and other educational programs and other comparable services including transportation; Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Croninger engages and motivates students in a variety of different ways. The school and teachers make a collaborative effort to meet students where they are and provide them with many opportunities to feel successful. The school uses every resource available within its walls to meet the needs of its learners but does not hesitate to reach out into the community and utilize its numerous resources, as well. The school implements a leadership program, highlighting students who demonstrate Michael Fullen’s six global competencies- character, citizenship, critical thinking, collaboration, communication and creativity. The Positive Behavior Intervention and Support (PBIS) team has established a positive student culture and safe and effective learning environment. They promote safety and good behavior through the implementation of the STARbucks Store. Students earn STARbucks to purchase rewards and or raffles, donated by local businesses. Additionally, Croninger teachers enhance concepts of study by creating additional opportunities for students to extend their thinking. Students in all grade levels annually participate in the Allen County Poetry Contest, Schoolwide Science Fair, PTA Reflections Competition and Publish Books. Our younger students are partnered with older students, who meet regularly, to participate in project based learning, such as STEM activities and or Defined Learning. These partnerships help support our goal to grow the whole child. Croninger hosts an annual Express Yourself Day where students can interact with community members who showcase their talents and careers. A total of 40 careers are represented throughout the day and students attend workshops that bring education into real world application. Finally, College and Career Readiness is promoted through classroom lessons facilitated by our Case Manager. Character education is promoted in the younger grades and social emotional learning in the upper elementary grades. Weekly student support groups, Big Brothers Big Sisters mentoring program and Real Men Read are a few of the community organizations that help in supporting our students’ development and learning. Classrooms at Croninger are filled with students with varying academic abilities. Even with a high percentage of gifted and talented population, the ability levels range drastically. Teachers strive to meet each student’s individual needs through differentiation. This provides students with the opportunity to reach their highest potential. Collecting formal and informal data provides substantial evidence of students’ academic, social and emotional growth from year to year.

2. Engaging Families and Community:

One of Croninger’s most important stakeholders is the parents. Croninger Elementary School is more than a community, it is a family. This is represented through the Croninger PTA and how the school advocates for parent participation. Croninger provides parents with many opportunities for contribution to the everyday classroom, school and community.

The Croninger PTA is well known throughout the district as being the most engaged and supportive parent groups. Croninger PTA supports the school community with not only financial support but more importantly personnel to offer a variety of after school enrichment opportunities such as Chess Club, Math Bowl, Girls on the Run, Yearbook Club and the Reflections Competition. Each year our PTA fills numerous volunteer needs and additionally hosts community events such as the well attended Veteran’s Day Celebration, Lip Sync Showcase, the annual neighborhood Block Party and Express Yourself Day. The PTA has a very strong social commitment to the success of our school which is evidenced by the students’ success academically and socially. The Croninger staff values the partnerships created with the parents and community members. Parents are an integral part of who we are. We invite parents to support us by volunteering in classrooms, becoming room parents and even substitute teachers. Media coverage of our parent meetings, PTA meetings, and discussions with our school’s Quality Improvement Team (QIT), ensures the community is aware of our students’ academic performance and its strong community involvement. Croninger has received accolades from the media regarding its contribution to Riley Children’s Hospital, Miss Virginia’s Mission House, Changing Footprints, YWCA Women’s Shelter and many more. The Croninger Chronicle, digital parent newsletter, is also distributed monthly and weekly student performance is shared through teacher newsletters.

3. Creating Professional Culture:

Croninger follows the district's initiatives with literacy, numeracy, social emotional learning, parental involvement, and community partnerships. The FWCS curriculum and professional learning departments conduct research to develop the professional learning designed for district initiatives, programs and instructional strategies. Consistent professional learning is provided for the building coach, along with the principal, who conducts the professional learning with Croninger staff. Ensuring that the principal is a strong instructional leader is necessary in the implementation of all professional learning. The building coach and the principal are intentional in supporting and monitoring the implementation of strategies. They also identify any differentiated professional learning needed for individuals and make sure that staff members get what they need to improve their skill.

The building coach and the principal have the flexibility to extend and enhance the district initiatives to make sure they have the Croninger communications programming interwoven into the strategies of teaching and learning. In order to keep a consistent pulse on the needs of both students and staff, the Teaching and Learning Cycle is used during grade level collaboration. Following the steps of data analysis, setting goals, implementation, monitoring and reviewing/revising provides the necessary information in a timely manner to support academic success in both instruction and achievement. Moreover, we find value in reflecting on our work and improving outcomes through communicating our successes and failures. In addition to the Teaching and Learning Cycle, the building coach and principal use evaluation to improve outcomes, through the use of an After Action Review (AAR). This simple but powerful method encourages teachers to identify and learn from successes and failures. This is a structured approach for reflecting on the work of a group and identifying strengths, weaknesses, and areas for improvement. This research-based method is used schoolwide during grade level collaborations, committee meetings as well as office staff huddles. It is a collaborative effort where meaningful dialogue and reflection takes place. We believe that sharing the results from AARs help our teams learn successful strategies and avoid pitfalls they have worked to overcome.

Teachers at Croninger are committed to growing and improving their practice. More than 74% of Croninger Elementary teachers have more than 10 years of experience, including 37% with 20 or more years of experience. In the past five years, teachers in the building have completed trainings in the Positive Behavior Intervention System (PBIS), independent reading with teacher conferencing and goal setting, Math In Practice, teaching math conceptually, Learning Management Systems, Edu Protocols for Deep Learning, Reciprocal Teaching, Guided Reading, analyzing data and administering common assessments, science curriculum planning, Deep Learning and the Global Competencies, and creating rigorous assessments.

4. School Leadership:

The leadership structure at Croninger, under the principal's guidance and participation, includes all staff members and supports not only building positive relationships, but also a productive collaboration between the school community and its stakeholders. A strong community has been cultivated and ensures that teachers are working together and supporting each other, through challenges, while still guided by a common purpose. All teacher leaders share a common vision for the school. Together they set goals that lead them toward this vision. Shared leadership is evidenced during school committee/team meetings, Professional Learning Communities, District Professional Learning Communities and in our positive school culture.

The principal has formed committees/teams and given staff members significant responsibility, scheduled regular meeting times, improved methods of communication, and found ways to implement shared decisions. Committees make decisions by consensus after all participants have voiced their opinions and support for the change. 100% of Croninger teachers are committed to influencing the school's direction, building on its successes and tackling the challenges of the school. The following committees/teams make this possible- The Pyramid Team, Communication Committee, Social Committee, Positive Behavior Intervention and Support Team and Quality Improvement Team.

Professional Learning Communities (PLCs) at Croninger have been developed so teachers can work

together and engage in discourse that leads to creating learning experiences that are richer and of higher quality than those created by teachers working in isolation. Leadership has developed a schedule where not only grade level teams meet bi-weekly, but vertical articulation is encouraged so that teachers collaborate to align their course material across grade levels for the primary benefit of students. These Professional Learning Communities have developed a rigorous writing scope and sequence, developmentally appropriate expectations for reading and writing stamina and a fluid math vocabulary within the school community.

While some members of the school community become leaders and decision makers as they work together to build on the successes and tackle the challenges of the school, they also serve as leaders on district committees. Some of those leadership roles include curriculum writers, technology specialists, textbook adoption committees, making plans for professional learning, test creators and planning to meet the needs of our high ability students for the district.

Croninger has a positive school culture where leaders communicate directly with teachers, administrators, counselors, and families, who in return communicate directly with each other. Croninger's positive culture arises from messages that promote traits like collaboration, honesty, and hard work. Schoology, The Croninger Chronicle and teachers' weekly newsletters regularly communicate our school-wide challenges and goals. Our success is evidenced by the 2020-2021 Parent Climate Survey. These results stated that our highest ranking indicators regarded school safety and student expectations. 97% of parents believed that the school is safe, 96% believe that teachers encourage students to do the best they can in school and 94% believe that Croninger has high learning standards for all students. Croninger uses every resource, advantage and opportunity to grow its students.

5. Culturally Responsive Teaching and Learning:

Croninger Elementary addresses our diverse cultural needs by teaching and modeling global citizenship or the idea that we are one global community, and therefore our choices and actions may affect people and communities locally, nationally or even internationally.

The staff at Croninger are lifelong learners. They participated in the United Front Initiative, addressing the topics of race, equity, and inclusion in a safe environment. It promoted shared humanity, a common language and philosophy that is changing the trajectory of the community. United Front has encouraged our school community to have meaningful conversations around these topics. Moreover, this need extends to addressing the social and emotional needs of our school community. Staff members at Croninger are knowledgeable on trauma informed teaching strategies and implement them on a daily basis. Conscious Discipline is used to integrate social emotional learning, school culture and discipline to create a collaborative and safe environment for our students. These three experiences have enhanced the cultural awareness of the Croninger school community.

Additionally, Croninger is well-connected and utilizes parents and community members as a resource to provide authentic experiences to our students. We partner with Real Men Read, Big Brothers Big Sisters, Study Connections and the neighboring church, Faith Baptist. The school reciprocally supports a handful of community organizations each school year including Riley Children's Hospital, Miss Virginia's Mission House, YWCA Women's Shelter, Changing Footprints and more. Croninger Kids Care Council (CKCC) participates in initiatives to help those in our community that are less fortunate. Each month, CKCC encourages the school to take part in an initiative that focuses on community outreach. Completing community service projects helps students develop real-world skills that will help them be successful in the future.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Croninger Elementary School continues to build on its strengths to ensure academic excellence. Creating positive relationships, setting high academic standards, collaboratively planning, analyzing student data, and making learning relevant are practices that we embrace to ensure continued academic success and growth for all students.

One practice that has been instrumental in our success is our ability to build and maintain authentic relationships with our students and families. The Croninger staff works alongside community members, parents, students and other stakeholders to dramatically improve student motivation and learning.

Next, the Croninger staff sets high academic standards and expectations. All staff collaborates and analyzes data to provide rigorous, meaningful instruction and support so that all students have the opportunity to reach those expectations. This structure makes it possible to give individual attention to students based on their specific academic and social emotional needs. This instruction and support may be at a remediation or enrichment level depending on the individual student.

Lastly, the school community takes an interest in students' lives, drawing on their real-world experiences and current understandings to build new knowledge. Our teachers show students the connections between success in school and long-term career plans through global competencies and employability skills which support our students now and in the future as contributing members of the community.