

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

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[X] Public or [ ] Non-public

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

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

Official School Name David Turnham Education Center  
(As it should appear in the official records)

School Mailing Address 105 S Dunn Street  
(If address is P.O. Box, also include street address.)

City Dale State IN Zip Code+4 (9 digits total) 47523-0432

County IN

Telephone (812) 937-4300 Fax (812) 937-4317

Web site/URL https://dtec.nspencer.k12.in.us E-mail khenrickson@nspencer.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\* Superintendent Daniel Scherry E-mail dscherry@nspencer.k12.in.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name North Spencer County School Corporation Tel. (812) 937-2400

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. Brian Gehlhausen  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(School Board President's/Chairperson's Signature)

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

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The 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

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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):
- 4 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 6 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	14	12	26
K	20	20	40
1	21	25	46
2	23	16	39
3	15	12	27
4	17	22	39
5	20	25	45
6	13	25	38
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
<b>Total Students</b>	143	157	300

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 25.1 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 72.1 % White
  - 1.8 % 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: 12%

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	17
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	19
(3) Total of all transferred students [sum of rows (1) and (2)]	36
(4) Total number of students in the school as of October 1, 2020	289
(5) Total transferred students in row (3) divided by total students in row (4)	0.12
(6) Amount in row (5) multiplied by 100	12

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

Spanish

English Language Learners (ELL) in the school: 21 %  
63 Total number ELL

7. Students eligible for free/reduced-priced meals: 42 %

Total number students who qualify: 126

8. Students receiving special education services with an IEP or 504: 34 %  
101 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>2</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>9</u> Other Health Impaired                 |
| <u>12</u> Developmental Delay    | <u>21</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>48</u> Speech or Language Impairment        |
| <u>1</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: 3
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	16
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	9
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.	1

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 19:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	97%	97%	95%
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.

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

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

Yes  No

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

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

The mission of David Turnham Educational Center is to provide a safe, caring, inviting environment where both adults and students are learners. Our goal is to provide best practices and expectations in instruction that allow all learners to grow to their fullest potential academically, socially, emotionally, physically, and culturally. Teachers will strive to inspire students to take charge of their learning. Our teaching practices will ensure that every child becomes an effective reader, writer, communicator, critical thinker, and user of technology. Support and opportunities will be provided for any child at risk academically. All students will be supported in their development of good character and citizenship traits. Staff, parents, students, and community will share equally in this responsibility.

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

[https://drive.google.com/file/d/0B1e1Bb\\_QzvnyNThLQ2VmWDhTYjVvRHBoTzMzOXI4SWpvSWt3/view?ts=57a8bae9&resourcekey=0-CjyD6Y6udGgI32vf288pUg](https://drive.google.com/file/d/0B1e1Bb_QzvnyNThLQ2VmWDhTYjVvRHBoTzMzOXI4SWpvSWt3/view?ts=57a8bae9&resourcekey=0-CjyD6Y6udGgI32vf288pUg)

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**

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David Turnham is set in a supportive rural community. Even though 1 out of 3 of our students have an Individualized Education Program (IEP) or Individualized Learning Plan (ILP) and over half of our students qualify for free and reduced lunches, our data is comparable to one of the most affluent schools in North Spencer School Corporation. The partner and community are supportive of our school and mission. When walking the halls at David Turnham, you will see staff giving hugs and high fives to all students. Teachers greet their students at the door each morning after our school wide assembly in the gym. Students are always excited to share about their evening, sporting events or activities, and other successes. At the beginning of each year, we assign teachers to build relationships with kids not in their class. This way, all students have a teacher they can go to at any time. Building relationships with our students allows us to keep high academic expectations.

Our district is one of the top ten performing schools in the state of Indiana. This is due to many factors, one of which is our data driven instruction and implementation of Hattie's high yield strategies. We consistently analyze our data to create well planned and highly differentiated small group instruction experiences for our students. This data is used to create cross grade level guided reading groups. Using cross grade level grouping allows for maximum support for differentiation. Another key strategy is our curriculum development strategies. North Spencer creates district wide curriculum maps with the teachers from each building coming together to gather the best resources and instructional strategies. Along with the district maps, David Turnham also works to develop short cycle assessments and benchmarks to keep a pulse on student growth and learning.

While academic success is held to a high standard, David Turnham always puts emphasis on the mental health of the students. This is partly due to our demographic but also because we know students must be regulated to learn. All staff has been trained and we have implemented strategies from Conscious Discipline and Ruby Payne's Emotional Poverty.

The COVID-19 pandemic added even more burden on our community. However, the teachers at David Turnham turned it into the best experience under the circumstances. Our teachers lived-streamed with students by creating differentiated schedules for groups to continue what we know is best practice and meet learners at their level to continue growth. Our teachers were online all day either with the whole group or with small groups of students.



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

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

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

David Turnham strives to meet every student at their academic level and grow them in all aspects of their education. It is our belief that no matter what circumstance the student is dealing with at home or at school, they will grow. We try to balance meeting their emotional and physical needs and their educational needs while holding true to our high expectations in academics. To do this, teachers provide instruction in a variety of ways including whole group, small group instruction and individualized remediation. Guided reading and guided math rotations happen for one hour each every day. Writing is also taught daily in all grade levels. During those times, there is a teacher and paraprofessional in the room, along with the special education teacher who is pushed into the classrooms. Teachers are continually seeking to improve their instructional practices and fill their toolbox with as much knowledge about the science of learning and educational methods by attending workshops and collaborating weekly during study groups.

At David Turnham, we believe in inclusion for all students and work hard to keep students with peers in their classrooms. We have a high population of English Language Learners and students with Individualized Education Programs. These students learn from their peers as much as their teachers. Students are met at their level and challenged throughout the day through best practice instructional means.

Data is the driving force behind our instruction and instructional grouping of students. We also rely heavily on state standards to guide our curriculum development, understanding of grade level expectations, and in making resource choices. Teachers use the data from DIBELS, IREADY Reading and Math, Scholastic Reading Inventory, and general classroom formative and summative assessments to group students appropriately during guided math and guided reading. The DIBELS and Scholastic Reading Inventory are done once a month to monitor student growth. This data is put into a common spreadsheet to allow for professional conversations about growth and achievement. Collaboration is a key component to our philosophy. The formal and informal assessments and assignments allow teachers to give effective feedback to the students and tells them when reteaching is necessary.

Our core instruction is not made up of one program. Our philosophy is that by having multiple research based resources available to teachers allows them to truly give each child instruction for their best chance of growth. The teachers in the building and as a district, talk about these resources together at study groups, staff meetings and district wide curriculum meetings. At these curriculum meetings, which happen at least twice a year, the teachers share resources and create curriculum maps for everyone to follow. These maps include the standard being taught, resources that are available and live links to any site that may be used. To keep our writing standards consistent, teachers bring writing samples and table grade. Those are then added to the writing map to give teachers an anchor paper to gauge student progress.

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

David Turnham uses several parts of different programs to teach the reading/English language arts curriculum. There is no silver bullet program. We believe educators must know their standards and how what they teach corresponds vertically to the grades preceding and following them. Our ELA curriculum maps are teacher created, and all teachers are involved in the continued refinement of the maps. Teachers are also trained in instructional best practices, using formative data to get to know kids, and then use the best parts of a variety of resources to meet instructional needs. K-2 teachers use Heggerty, IREADY, DIBELS, Reading Horizons, and Amplify programs as part of their core curriculum. We have found that each of these research-based programs have great pieces to teach a balanced and scientifically based literacy program. What works for some of our students, may not be appropriate for others.

In grades 3-6, we utilize the Curriculum Associates Reading resources along with the online IREADY

digital component to help carry out our curriculum. Teachers also use resources such as Scholastic short reads, Read Theory, NewsELA, EdCite, Flocabulary, ListenWise, IXL and others to engage students during their independent learning stations. The teachers at David Turnham balance the amount of novel studies, articles and short stories so students are exposed to and taught to respond to all types of literature and nonfiction text.

For all grade levels, we have a vast variety of reading materials for our guided reading and shared reading block. Teachers have created questions to accompany the materials, which include questions from each Depth of Knowledge level. Teachers use ‘jotting’ as a way for students to actively interact with the text to create a deeper understanding and comprehension. Teaching students to restate and answer, and how to answer constructed response questions based on the text they are working through. The ELA curriculum maps created at the district level are utilized by all grade level teams. The scope and sequence for English Language Arts curriculum begins in our preschool. Students are taught to recognize letters and learn sounds through Tucker Signs. This continues into kindergarten and sight words are introduced. As students progress, more phonics concepts are introduced such as consonant-vowel-consonant and consonant-vowel-consonant and the letter e words. In first grade, we start focusing on Oral Reading Fluency and comprehension. We continue to track oral reading fluency through 6th grade. As students move to second grade and beyond, our shift focuses to reading comprehension while still using Heggerty and intervention strategies for students who need it. Our guided reading time and trait-based writing are major keys to student success. Teachers always have support during these times and our special education teacher and English Language learning teacher are pushed in to support students.

Teachers participate in professional development throughout the year and bring that information back to staff. They will share during study group time, which happens for a half hour every week. As an example, each summer, a group goes to the Smekens Education training, and we watch her online trainings throughout the year. Teachers use these ideas to strengthen their educational practices. Recently, we did a book study on the Writing Revolution during study group to increase our knowledge on ways to write across the curriculum. Book studies like these, help to drive our instruction.

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

Our mathematics curriculum is also standards based and vertically aligned. Teachers work in district grade level teams to develop and continually refine our math curriculum maps. The text resource we utilize is Curriculum Associates with the online IREADY portion. The online IREADY portion in computer adaptive allowing instruction to be differentiated to each child’s readiness level. It also allows teachers to assign a specific lesson to gauge student understanding, or the student can follow their individualized Pathway set by the diagnostic test taken three times a year. Just like with ELA, our teachers have found that having multiple resources is the best way to reach all learners. Teachers utilize programs like EngageNY, Flocabulary, IXL, Quizlet, and many others to remediate or even teach some of the standards.

Curriculum maps, set at the district level with all of the grade level teachers, guide the instruction for the year. The resources that can be used are found here and the pacing guide for instruction. Last school year, our study groups focused on spiral reviews and assessments. In the lower level, we developed a math calendar and spiral review curriculum map that has the standards and resources the teachers will use monthly. This has added another level of remediation into their daily routine. In the upper level, we chose the 5 concepts that occurred at all levels and developed short assessments so teachers could keep a ‘pulse’ on the understanding of these concepts. We have a developed scope and sequence for our Number Sense Routines from kindergarten through sixth grade. We have developed this after doing a book study on Number Sense Routines written by Jessica F. Shunaway. Teachers understand that, for example, if students do not understand one to one correspondence in kindergarten, they may struggle with understanding tens and ones. Teachers are teaching number sense routines almost daily and doing remedial work as needed to strengthen students number sense.

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

Our science curriculum is based on NextGen Science recommendations, our most recent (2016) state science standards and our state content literacy standards. When refining maps to correlate with standard changes there was an increased emphasis on inquiry-based learning and we worked hard to vertically align curriculum maps. Our teachers created short cycle formative assessments to assess the growth of the students. At David Turnham, it is not uncommon to see students at all levels, Pre-K through 6 doing student lead, hands-on experiments. For example, kindergarten does a unit on the life cycle of the frog using real tadpoles as examples. First grade watches the life cycle of a butterfly with watching it from the beginning to the end in their own jar. Fourth grade students do experiments on Peeps which is then connected to social studies and language arts.

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

Social studies curriculum at David Turnham is also standards based and the curriculum maps are vertically aligned K-12. Teachers have created short cycle assessments for the social studies curriculum. We embed social studies into the content literacy standards. Teachers are often teaching social studies during their shared reading block of the day.

At David Turnham, you will see historical timelines in the hallways as displays, a live wax museum in fifth grade, booklets outlining social studies' concepts and other hands on activities. Making social studies and history come to life is an important part of our curriculum. In the kindergarten through fourth grade, students receive a 5-week program called Junior Achievement which covers some of their social studies content standards. This is taught through stories, games and hands on activities.

#### **1f. For secondary schools:**

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

The preschool program at David Turnham includes several options for parents to choose from. They can choose 3 or five days with a half day option. Our preschool students are assessed on their progress each nine weeks based on the preschool standards. Much like our K-6 classrooms, instruction is differentiated. The preschool educational program in our district has been developed on sound, research-based principles of child development. Our goal is to give children a sense of worth by helping them develop at their own individual pace while learning basic developmentally appropriate skills. We want all children to feel confident and secure enough to explore and grow in a stimulating educational and social environment. We acknowledge and utilize the role of play in the development of children. Play allows children to be curious, creative, inventive and imaginative in an environment that encourages emotional well-being, socialization, communication, cognitive processes and motor skills.

We are committed to promoting and supporting all aspects of a child's growth in an atmosphere of respect. Our preschoolers participate in a variety of individual and group activities designed to develop language and reading readiness skills; enhance physical, social, emotional and intellectual growth; and promote skills and attitudes, which will increase their ability to succeed in life. We strive to build a sense of community for children and family, and to enhance each child's self-concept.

The preschool program provides a stimulating, safe and fun environment where children can progress and grow at their own pace and in a manner that will support a lifelong love for learning and growth.

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

David Turnham has licensed teachers for all our special area classes. We offer physical education, music, art, technology and media. Students attend each of the special classes once per week for 45 minutes. To foster the love of reading and integrate technology, our media class was created. Many activities have stemmed from the work these teachers put in place. Our physical education teacher got certified in archery, and through that, a group began an archery club in our community. Several of the students made it to the

National competition this year. Our music and art teacher collaborate with the other elementary school music and art teachers to perform a spring musical and art show each year. The students practice for weeks and perform on the high school stage giving them a taste of the fine arts program at the high school. Our technology teacher became certified in Project Lead the Way which is taught in our sixth-grade classrooms.

We partner with the Purdue Extension that is based in our community. This group will come in to do hands on Stem activities, as well as nutrition activities. For example, they come in to make healthy smoothies during lunch, run our Apple Crunch Day, and help maintain our community garden.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Students below grade level receive more support during specific times in the day. During guided reading and guided math, these students will have little to no independent time because they have more adult led rotations (i.e. teacher, paraprofessional or special education teacher). The independent time they do have will be using the IREADY program which is differentiated to their specific instruction readiness level to address learning gaps and weak prerequisite skills. Remediation and intervention time is also built into each day. Teachers use classroom and school wide data to find the gaps in student learning and find time in their day to reteach those concepts. All staff members help to remediate student learning.

David Turnham has a high concentration of at-risk populations (i.e. special ed, EL, low socio economics etc.) As a result, Title I, III and IV funding provide for a multitude of academic supports. We use about 90% of our Title funds for highly qualified personnel. We believe quality staff making meaningful connections is a student's best chance for learning and growing as a person. Our teaching assistants (i.e. paraprofessionals) are vital to our success. The bulk of our paraprofessionals' hours are spent instructionally with students. Our classroom teachers plan and oversee what our assistants do with students. This planning and collaboration between assistants and teachers is a big factor in our success. Visitors to our building often comment they are unsure who the teacher is. We actually provide weekly professional time for our teaching assistant as well.

#### **3b. Students performing above grade level:**

All students are given the opportunity to have a 'productive struggle', even students performing above grade level or identified as "gifted". Teachers are provided professional development in differentiation best practices. Teachers will provide materials and activities to push them forward in their thinking and learning. During the guided reading and guided math times, activities and materials will be specifically chosen to meet the needs of these learners. They may be given more independent time than students below grade level to do projects, novel study groups, or STEM activities. We offer programs such as Academic Bowl, LEGO Robotics and VEX. We also have a team to support our High Ability students and they bring fresh ideas to the teachers.

#### **3c. Special education:**

Our special education program is inclusive. Our two special education teachers are built into the classroom routines. Specialty services such as occupational, physical and speech therapy coordinate with classroom and special education teachers to plan services outside key learning times of the day. They are included as a teacher of service during reading, math, and writing rotations. They are not always only working with students with IEP or ILP's but also with students who may need interventions to help with their splinter skills. The rooms where special education and EL teachers are pushed in offer more adult guided support time. Student data drives which students get the extra specialized support during this time. Additional intervention time is also provided by our EL teacher to students needing the most support. Our special education teachers and classroom teachers work closely together to discuss student needs and how to best meet them at their needs to continue to grow. David Turnham teachers and staff recognize that we have a unique culture and a low socioeconomic community, however academic expectations are not lower because of this. All students can learn and grow, so we adopt that mentality with every child, regardless of if they

are qualified for special education services. We grow relationships with students and consistently dig down into the data to support student growth.

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

Our EL Program is very similar to our special education program. Our EL teacher is directly integrated into the student day during guided reading and writing instruction. Language acquisition skills are the focus of her planned lessons. While most of the students in her groups are comprised of EL students, other students may be part of the group if they are missing the same language/literacy skills. She employs research based instruction best practices and resources that benefit all students. The rooms where special education and EL teachers are pushed in offer more adult guided support time. Student data drives which students get the extra specialized support during this time. Additional intervention time is also provided by our EL teacher to students needing the most support.

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

A growing population in our school is our students needing intensive behavioral supports. A student with explosive, violent, and vulgar outbursts can disrupt the learning environment for a whole class, and building. These students often need a significant amount of adult resources. In an inclusive setting, these students are especially challenging as they are often times a danger to themselves and others. In response our district hired a behavior specialist, outside of special education cooperative, for more consistent support with our growing population at David Turnham. The primary purpose of this person is to help gather data, plan and support the student's teacher(s) in supporting the student's learning and behavioral needs within the classroom. We feel that by empowering our teachers we can better support the learning of all students.

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

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

Engaging our students starts the moment they walk in the door. Staff greet students and our entire school family meets every morning in the gym for announcements, celebrations, birthdays, the pledge of allegiance, and sometimes a song. Building rapport with our students and forming relationships is a top priority and essential to student engagement and learning. Staff monitor students without connections and buddy up to ensure every student has someone they have a connection with.

Our staff is trauma responsive and recognizes that basic needs must be met as a precursor to learning. Therefore, we ensure students have the opportunity to eat breakfast, can purchase a healthy snack at recess or a free one if needed. We have free snacks in the office if a student is hungry throughout the day so they can get back to the learning process. Time is taken to listen and understand what behaviors are communicating as well as problem solve with students.

Classroom teachers utilize hands-on activities, technology, differentiation and student lead learning such as Resident Expert. In addition, we recognize the need for movement. As part of our Upgrade initiative students take daily brain boosts (opportunities to move their bodies). Every Friday, a new Bal-A-Vis-X routine is taught to the students in morning announcements. This program gets the students moving and their brains working. Using coping skills to keep students in their thinking brain is also emphasized and practiced daily.

School wide and classroom social emotional lessons are provided by our School Social Worker. Students have the opportunity to participate in lunch support groups with the School Social Worker as well. For the first time this school year, selected students participated in Equine Therapy through Stirring Up Hope. This was partially possible due to the willingness of our cafeteria staff to pack sack lunches each week even writing notes on the container for each student.

David Turnham teachers and students take time to celebrate each other. In the classrooms, teachers have ‘Wish You Well’ boards for any student that is absent and they are recognized when they return.

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

With the exception of safety precautions due to the pandemic David Turnham welcomes and encourages parents to eat lunch with students, and attend special classroom events and field trips. In addition a family event is held each month; these have included fitness events (walking at the park or school trail, swimming at high school pool, dodgeball, volleyball etc.), and family game night.

At David Turnham we have a walking trail that is open to the community to use with workout stations along the way. We also host a back to school bash in August with booths for free items and access to community resources.

The Kiwanis club sponsors a K-Kids club; students in grades 1-6 can sign up to join. K-Kids focus on community needs such as sponsoring a family to adopt for Christmas, picking up trash in the community and visiting nursing homes. Our Student Counsel is also very community oriented and has sponsored fundraisers for our Community Action Center as well as individual families in need.

David Turnham works together with several community partners such as North Spencer Community Action Center (vouchers for clothing, food pantry, emergency assistance, etc.), Lincoln Heritage Public Library (summer reading program and reading to students at school, Purdue Extension (lessons for students), Community Table (free meals on Thursday evenings) and Lifespring Counseling Center. Students in need of food for the weekend are provided with a bag each week for free through the Bags of Blessing program. In addition, Summer Community Adventures provides summer enrichment activities for students on free or reduced lunch.

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

We understand that you cannot pour from an empty cup. Maintaining a supportive professional culture is essential to our student and school success.

Monthly staff meetings provide opportunities for professional development, collaboration and open discussion. To ensure that teaching assistants stay informed weekly meetings are held. Each week teachers also participate in study groups focused on curriculum and professional development. At least 4 days a week, grade level teaching teams have opportunities during their planning period to collaborate professionally with their teacher partner.

As a staff, we enjoy participating in staff wellness challenges throughout the year focusing on self care. We also celebrate each other with brag boards, secret santas and special personal events.

Local, district curriculum mapping is used to maintain consistency between each of our four elementary schools. These meetings are facilitated by the district's Director of Learning and the building principals. Professional learning often takes root in this setting and is then carried over in building level staff meetings and study groups. The Director of Learning and building principals meet weekly at an admin meeting to keep professional development focused throughout the year.

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

"Treat Others as you would like to be treated" is a phrase we use daily. To live this quote teachers often go above and beyond to provide students with extracurricular activities. The building principal is the educational leader in the building, but that does not mean all decisions about the educational day of students are dictated by her. For example, teachers collaborate with each other and the principal during weekly study group sessions and monthly staff meetings. During these times, teachers may be participating in book studies, bringing examples of successful classroom teaching methods, asking others for advice, or looking at data to drive the instruction. The principal is always there to help facilitate these professional conversations and is the one to plan these meetings and set the focus. As a corporation, the administrative team works closely together to keep our school on equal footing. The administrative team meets once a week to discuss corporation level decisions to bring back to the individual schools. This includes curriculum needs and professional development opportunities.

Recently to increase communication, a School Improvement Committee was formed and meets weekly to keep discussion open throughout the building. The school leadership committee is led by the building principal and representatives from the lower level side, the upper level side, the school social worker, and a special area representation. This committee is constantly looking at ways to improve our building culture. Most recently, we have created a structured recess example to be more proactive on student behaviors. Also, we are creating a tiered system to address the unique needs and behavioral plans of students in the building. We will have a monthly meeting to discuss and tweak these plans, making sure all stakeholders and staff working with these students have the plan and follow it consistently.

Our Parent Teacher Organization is involved in hosting a monthly school activity. This organization is also overseen by the building level principal. These events add to the overall school culture of the building. Students take pride in the events each year and look forward getting to participate. This year, our fundraisers raised money to buy school supplies for all students to take that burden off of parents.

Teachers take on additional responsibilities by leading K-Kids (Kwanis Kids), Student Counsel, Wellness Coordination, Spring Fling Committee, PTEO, Flower Fund, Social Committee, Field Day, Grandparents Day, etc. These committees are led by the teachers but over seen by the building principal when decisions, schedules and dates need to be set.

Because of our staff role models and atmosphere of services or students enjoy have school and classroom jobs such as working in the cafeteria, helping with trash and recycling, line leaders, etc.

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

Teaching the whole child is important as well as building empathy and understanding of different cultures, traditions and backgrounds.

Through morning meetings students have a daily opportunity to practice respecting different opinions through a would you rather scenario. They also have the opportunity to discuss questions from the social emotional lesson for the day.

A culture of kindness and acceptance is emphasized through kindness challenges, celebrating bully prevention month, Latinx Heritage Month, Black History Month, Women's History Month, etc.



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

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David Turnham's collaborative environment allows for any program or initiative we implement to thrive. Every week, teachers meet in study group where we discuss topics that pertain to the education and social emotional needs of the students. This time is set aside for the professional development of the staff and the betterment of students and building culture. During study group, teachers discuss any data and group students into appropriate groups for cross grade level guided reading. This time could also be used by doing a book study, which we do one every year. Teachers may be sharing information they learned at a recent professional development outside of the school building. Teachers get to spend time having professional conversations and learn from each other.