

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 [] Magnet [] Choice

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

Official School Name Lynchburg-Clay Elementary School
(As it should appear in the official records)

School Mailing Address 6760 State Route 134
(If address is P.O. Box, also include street address.)

City Lynchburg State OH Zip Code+4 (9 digits total) 45142-9154

County Highland

Telephone (937) 364-9119 Fax (937) 364-8119

Web site/URL https://www.lclsd.org E-mail angela.godby@lclsd.org

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* Mr. Jack Fisher E-mail jack.fisher@lclsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Lynchburg-Clay Local School District Tel. (937) 364-2338

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. Bret Malone
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

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

Date _____

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

1. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2021 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school’s nomination and/or rescind a school’s award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

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

PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 1 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 3 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	17	15	32
K	41	27	68
1	32	39	71
2	44	45	89
3	40	49	89
4	48	35	83
5	42	28	70
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	264	238	502

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 0 % Asian
 - 0 % Black or African American
 - 0 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 96 % White
 - 4 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 9%

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	31
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	16
(3) Total of all transferred students [sum of rows (1) and (2)]	47
(4) Total number of students in the school as of October 1, 2020	502
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

None

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

7. Students eligible for free/reduced-priced meals: 48 %

Total number students who qualify: 239

8. Students receiving special education services with an IEP or 504: 21 %
106 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>8</u> Autism | <u>3</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>18</u> Other Health Impaired |
| <u>5</u> Developmental Delay | <u>30</u> Specific Learning Disability |
| <u>0</u> Emotional Disturbance | <u>31</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>2</u> Traumatic Brain Injury |
| <u>4</u> Intellectual Disability | <u>3</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 4
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.	26
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	13
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.	4

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.

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	96%	95%	96%	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.

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. 2015

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

Lynchburg-Clay Elementary School is committed to continuous improvement. Through the combined efforts of the entire school community, we will provide challenging standards driven curriculum and use research-based instructional practices so that all children within our charge shall achieve at the highest level of learning.

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

<https://www.lclsd.org/DistrictNon-DiscriminationPolicies.aspx>

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

Lynchburg-Clay Elementary School is the only elementary school in the Lynchburg-Clay Local School District. Our hardworking staff and students are proud of our school and of our accomplishments. Our district is located in southern Ohio within Appalachia. Unlike much of Appalachia, Highland County has few mountains, hills or ridges; instead, it is dominated by family farms. Seventy-five percent of the county is classified as farmland with many quaint towns scattered throughout. Lynchburg, Ohio is a typical small, rural town with only a few businesses to visit and only one traffic light. Though there is limited access to important commodities in our town, our location has many advantages being between Cincinnati and Columbus. The Lynchburg-Clay Local School District is a place of pride for our families and staff and is the cornerstone of our community.

The students of Lynchburg-Clay Elementary School come from a variety of family structures and economic backgrounds. With almost fifty percent of our students qualifying for free or reduced priced lunch, which has been a steady increase over several years, our district has worked to provide resources for these families including weekend food bags, school supplies, clothing and shoes for students and their families. More and more students are experiencing single parent homes, divorced parents with shared parenting in which the child spends time back and forth between two homes, and a few are forced to double up with multiple families living within the same home. In recent years, there has been a growing trend of grandparents raising our students. These grandparents struggle with both academic and behavioral issues and are often unsure how to help their grandchildren.

There are several key strategies used within our school that encourage and challenge all our students to develop to their fullest potential. It is important to note that it is a combination of these strategies working together that brings about the greatest benefit to our students. Building positive relationships with students and families is a priority. These relationships foster trust, collaboration, and transparency. Teachers communicate with families consistently through weekly newsletters, emails, phone calls, and daily through Class Dojo. We have a strong positive behavioral interventions and support (PBIS) program that includes the PAX Good Behavior Game and the Character Strong social emotional learning program. It is through a combination of these efforts that students are explicitly taught expected and unexpected behaviors, learn ways to self-regulate their behavior, and are able to participate in daily character building lessons that revolve around the monthly character trait. The addition of two social workers in our district has given our students someone to confide in and has offered an additional resource to our families. Another key strategy is the use of teacher based teams to discuss student progress and how to enhance instruction for students performing at all levels within a grade level. Teachers work together to identify effective instructional strategies and discuss student performance in order to meet the needs of every student. Flexible grouping allows students to shift between groups based on need. Struggling students have access to smaller class sizes, small group and one on one instruction. As students show improvement, they have the opportunity to shift to a new group. Instruction is delivered through an "I do, we do, you do" approach that includes modeling and specific feedback to students. Using this flexible grouping strategy, students make significant gains in closing academic gaps.

A new program recently implemented at Lynchburg-Clay Elementary is Character Strong. This social emotional learning program incorporates a monthly character trait with daily classroom lessons. Teachers take time at the beginning of each day during a morning class meeting to complete the character trait lesson of the day. This lesson may involve class discussion, an activity, a video or a game which teaches the students the meaning of the character trait and how to incorporate that trait into their lives through their words and actions. The implementation of the PAX Good Behavior Game throughout the building has built a clear vision for student behavior. Students have ownership in creating the culture of our building. Students can receive good behavior notes called tootles as part of this program and these tootles are posted in the main hallway of the school for all to see. A drawing is done at the end of each month to recognize students in each grade level as PAX Leaders of the Month. These students receive tangible rewards and recognition on our school website. Our district goal of improving literacy has brought about the implementation of Lexia Core 5 in all grade levels. This online program uses a placement test to create an individual pathway for each student that includes the literacy components of phonological awareness, phonics, structural analysis,

vocabulary and comprehension. Student success is celebrated with certificates and awards when levels are completed.

During the COVID-19 closure, our district faced several challenges. In March of 2020, our teachers did their best to provide instruction to our students, but we were not truly prepared. Many of our families lacked necessary technology and reliable internet. By August of 2020, our teachers had been trained in Google Classroom and felt more confident in their ability to deliver quality virtual instruction to our students. Chromebooks and hot spots were purchased to ensure our students had access to the technology they needed. During the 2020-2021 school year, the Lynchburg-Clay School District remained in session with only a few short closures throughout the entire year. Student and teacher quarantines were challenging, but with the use of Google Classroom and the technology purchased by the district, we were able to keep students engaged in classroom lessons.

In 2015, Lynchburg-Clay Elementary School was awarded a National Blue Ribbon School award for exemplary achievement in gap closing. This award has instilled a sense of pride in our academic programs and the high expectations we set for our students. Our district continues to see an increase in the number of students open enrolled in our district, and when families move out of the district, they want to continue to educate their child in our district. The pride in our school and its successes continues to grow as we strive for educational excellence and provide our students with the necessary skills, both academically and emotionally, to ensure each child becomes a productive citizen of our community.

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:

Lynchburg-Clay Elementary is a place where all strive for educational excellence. We envision our students as lifelong learners who obtain the skills necessary to be productive citizens. This vision encompasses the whole child; academically as well as mentally and physically. Our overall approach to curriculum and instruction is to meet the needs of each student; to determine each student's current level, each student's strengths and weaknesses; and, provide instruction, so that each student progresses and experiences success. Our focus is on data-driven instruction and curriculum that is aligned to Ohio's Learning Standards in all content areas. The use of teacher-based teams along with a democratic approach to student learning fosters a building culture in which staff work together to deliver curriculum and instruction to meet individual student needs. Discussions within the teacher-based teams include analyzing data and instructional practices; always looking for ways to improve in order to provide exceptional instruction to each student. Empowering teachers to utilize a variety of resources to deliver differentiated instruction ensures that each student receives what they need to meet the high expectations set by our school and community.

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

Our reading and language arts curriculum is aligned to the Ohio Learning Standards for English Language Arts. In all grades, students receive whole group instruction as well as leveled small group instruction based on student needs. Lessons are designed with the "I do, we do, you do" approach. Every student takes the NWEA Measures of Academic Progress, or MAP, test in the fall and in the spring. This adaptive achievement and growth assessment gives teachers valuable data on each student's strengths and weaknesses. The data allows teachers to group students according to specific skill deficiencies that can then be addressed with small group differentiated instruction. Title I reading services are available in first through fourth grades and offer students an extension of the general core class with even more small group practice. McGraw Hill's Wonders 2020 is used as our core program, and teachers also use a variety of resources to supplement these lessons. Many students receive small group instruction on phonics using the Orton-Gillingham approach. All students in the building utilize Lexia Core 5. This online program provides instruction and practice on phonemic awareness, phonics, structural analysis, fluency, vocabulary, and comprehension. This program is adaptive and individualized. If a student struggles with a specific concept, the program has a re-teaching lesson that the teacher can use with the student that explicitly teaches the concept. Our paraprofessionals work with each grade level and target specific students to work with one-on-one. These paraprofessionals provide students with opportunities to practice specific skills and to read orally. Teachers use various formative and summative assessments to monitor student progress and to identify learning gaps. Curriculum based assessments along with weekly fluency checks provide progress monitoring data points, while quarterly assessments, like the Renaissance Star Reading assessment, provides critical data points of each student's instructional and independent reading levels.

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

Lynchburg-Clay Elementary School uses the SAVVAS enVision Math program. This program is aligned to the Ohio Learning Standards in Mathematics. Teachers focus lessons on the instructional strategies outlined in the eight mathematical practices in order to develop important processes and proficiencies in mathematics. As with reading, every student takes the NWEA MAP test in math twice a year. Data from the fall is used to determine areas of strength and weakness from which teachers tailor their lessons. These lessons include direct instruction as well as differentiated instruction to meet the needs of all learners. Lessons often begin with a fifteen-minute mini lesson and then students move to centers to practice the current skill with teacher support and to practice previous skills independently. The math program utilizes videos and games to demonstrate math concepts and skills which are continuously practiced through a spiral review. In grades three through five, the program offers digital quick checks to progress monitor skills as

well as summative assessments aligned to our state tests. Title I math services are available in grades four and five. Students who receive Title I math services are pulled out and receive their math instruction in a small group setting. To enhance our math program, teachers use

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

In kindergarten through second grades, science is integrated into the reading and math lessons. Reading lessons use non-fiction texts that provide students with opportunities to learn and write about science concepts. Within math lessons, students collect data and then learn how to represent that data in graphs and tables. For example, in first grade, students read about the life cycle of a butterfly, make observations, collect data, write and draw about their observations all while watching caterpillars turn into beautiful butterflies right before their eyes within their classroom. Third, fourth, and fifth grades are departmentalized so students receive direction instruction in science daily. Science lessons include inquiry-based activities that require students to demonstrate and explain concepts. Students are engaged with interactive, hands-on activities. Ohio's Learning Standards for Science are the basis for all instruction and assessments. At this time, we do not have a core science program. Instead, teachers create themed units using a variety of resources available online; and, students are assessed through performance rubrics, exit slips, and teacher created summative assessments. We are fortunate to live in a small, rural community with a strong 4-H program. Many of our students and their families raise animals and participate in county agricultural programs.

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

Similar to science, social studies lessons in grades kindergarten through second are integrated into the language arts lessons. Students read non-fiction texts and participate in class activities and discussions to learn about social studies concepts. For example, in second grade, students read and learn about the continents and oceans. The knowledge gained from these non-fiction readings are then integrated into the language arts lessons as the students are exposed to fairy tales that include the continents as settings of the stories. Since grades three through five are departmentalized, students receive social studies instruction daily. Teachers create thematic units around the learning standards in which students engage in high interest activities. Teachers dress up as historical characters and students sing songs and recite mnemonic devices, as well as, recreate historical events with movements. Interactive notebooks provide a space for students to create charts and document their learning. Teacher created assessments along with project-based learning allow students to research and then develop a project that is presented to their class to demonstrate their understanding of the social studies concepts. All social studies lesson adheres to Ohio's Learning Standards for Social Studies.

1f. For secondary schools:

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

Lynchburg-Clay Elementary School currently has one integrated state funded preschool classroom which serves typical and non-typical students. Our preschool curriculum is aligned to Ohio's Early Learning and Development Standards. The preschool teacher attends the kindergarten teacher-based team meetings to ensure curriculum and instructional practices align to the grades K-3 content standards. Our preschool utilizes the Frog Street DIG Preschool program. This is a core preschool program that develops the whole child, encourages learning across all learning domains, and allows our early learners to flourish into kindergarten ready students. Through a balance of developmentally appropriate instruction and purposeful play, our preschool students obtain vital skills in social emotional learning, oral language development, math, and literacy in order to set them on a successful path to kindergarten. Students also work to develop fine and gross motor skills, cooperation and collaboration, and confidence within the school setting. Ohio's Early Learning Assessment and the DIG Curriculum Assessment provide data that aligns to the Ohio Early Learning and Development Standards. These assessments are given twice per year. The data obtained from these assessments allows the preschool staff to develop individualized learning targets for each student.

Students who attend our preschool program show various signs of school readiness and success in the primary grades. Our typical preschool students come to kindergarten with a basic understanding of a classroom routine and an overall awareness of our school setting. These students are not afraid to come to school and are more comfortable with their surroundings. Academically, these students have already been exposed to aspects of the kindergarten curriculum and have learned social skills necessary to work with others. These attributes set these students out on a positive path in the primary grades.

2. Other Curriculum Areas:

Every student in kindergarten through fifth grades participates in art, music, physical education, and technology classes. Students attend each of these classes at least once each week on a rotating basis. These classes are forty-five minutes in length. In all of these curricular areas, teachers collaborate with classroom teachers to incorporate classroom content into these areas when applicable.

Physical education class provides an opportunity for students to interact with peers while learning the knowledge and skills to obtain and maintain a physically healthy lifestyle. The physical education curriculum aligns with the Ohio Learning Standards for Physical Education. Students learn grade level appropriate gross motor skills, the fundamentals of different sports and games, and how to properly use equipment all while acquiring valuable life lessons on how to be a good teammate and how to work cooperatively. Vocabulary is built through class discussions and students are given opportunities to self-evaluate on various aspects like following directions, being a good team player and their understanding of the activities.

Elementary art class provides an outlet for students to foster their creativity through the exploration of different mediums. The art class follows the Ohio Department of Education's Fine Arts Standards for Visual Art. Through these standards, students express themselves through visual art while applying artistic reasoning skills in conventional and innovative ways. Art projects include studies of cultures through art history. The art teacher collaborates with content teachers to plan cross curricular activities throughout the year.

In music class, students are able to express themselves through music and movement. Students in all grades learn some of the basic musical elements, including melody, harmony, rhythm, tempo, and pitch. The music teacher's engaging lessons contain listening, singing, dancing, and performing with instruments which help to develop students' fine and gross motor skills as well as auditory skills. Lessons involve music history which offers students exposure to musical performances and instruments from various cultures.

At Lynchburg-Clay Elementary School, technology class is combined with an opportunity for students to visit our library. While in the computer lab, students spend part of the time working on a typing instruction program and part of the time completing Lexia Core 5 or an assignment from a core content class. Throughout the class period, small groups travel to our school library to return and check out books from our library. Books in our library are arranged by Accelerated Reader level to ensure students acquire books on their independent reading level.

In order to address Ohio's Social and Emotional Learning Standards, all students participate in our Character Strong program. This program involves daily morning meetings with grade level appropriate lessons and activities. These lessons and activities involve discussions around our monthly character theme. These themes include honesty, respect, responsibility, gratitude, courage, kindness, empathy and perseverance. These character traits are reinforced in our morning announcements, throughout the month in our non-core subject areas, and with informational flyers sent home to families.

3. Academic Supports

3a. Students performing below grade level:

Differentiation is at the forefront of all instruction. Within each classroom and within each lesson, teachers provide tiered support to ensure every student experiences success. Lynchburg-Clay Elementary is a Title I

school. Title I services are available to those students falling well below expected benchmarks. These students receive additional support in a small group setting. Our school employs a Response to Intervention approach for students performing below grade level. Monthly meetings are held with our Response to Intervention team in order to discuss student progress with interventions. These meetings also provide an opportunity to brainstorm intervention ideas for these struggling students. Under the supervision of the teacher, classroom aides support students by providing additional one on one remediation, practice and intervention on targeted skills. Instructional level assessments, as well as grade level assessments, are given to students performing below grade level to ensure progress. This data allows teachers to adjust their instruction and monitor progress towards grade level standards.

3b. Students performing above grade level:

The NWEA MAP assessments and the Cognitive Abilities Test are used in second through fifth grades to identify our students performing above grade level. Identification can also occur through parent or teacher referral. Once identified, these students are cluster grouped within their grade level; and, teachers differentiate lessons in order to provide enrichment opportunities that meet the students at their level of need and propel them to their maximum potential. Teachers strive to create learning opportunities that include complex tasks and encourage students to think critically and explore content in greater depth. The data from the MAP tests provide teachers with areas of extension for these high achieving students. All students are challenged and expected to demonstrate at least a year's worth of growth.

3c. Special education:

Our special education students receive ongoing support from their Individualized Education Team. The team members collaborate and create specialized instruction and support that make the individualized goals of each student attainable in the least restrictive environment. Some students are served with a co-teaching model while others are pulled to the resource room and this is dependent of the individual needs of each student. Intervention teachers along with classroom aides provide one on one support, small group direct instruction, and guided practice with visual supports and frequent, immediate feedback in order to target instruction towards each student's Individualized Education Program (IEP) goals and objectives. Intervention teachers modify content, materials, instruction, and assessments based on student needs. Assessments are used regularly to monitor student progress and to make adjustments to instruction in order to ensure students meet their IEP goals as well as make progress on grade level content.

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

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

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Lynchburg-Clay Elementary is a small, rural school where all staff take an active role in providing students with a positive learning environment. All staff, no matter where students are in the building, have high expectations for every student. Student engagement is paramount to achieving growth. We provide high quality instruction by providing caring teachers in every classroom to support our students daily.

From the moment students step off the bus, staff members can be seen greeting students. Building relationships with all students has proven to be successful. Students greet one another in the hallways, stop in to visit past teachers to share a morning greeting, and even rally around a student having a difficult morning. At Lynchburg-Clay Elementary, we are a family.

All staff members, including bus drivers, custodians, cafeteria staff, and classroom aides have been trained in the PAX Good Behavior Game, which is part of our PBIS (Positive Behavior Interventions and Support) program. PAX is an evidence-based preventive intervention that strives to improve students' self-regulation strategies. This program is utilized in all areas of the building as well as on buses. Students are motivated to earn positive behavior notes called tootles and become our PAX Leader of the Month. Tootles are notes written to students who exemplify behaviors that are respectful, responsible and safe. Then the tootles are hung on bulletin boards in the main hallway for all to see and celebrate our successes in self-regulation. These students are recognized on the announcements and earn a free crazy shake at our local ice cream shop. Along with our teachers giving students tootles, you will also see students writing tootles to their peers and staff members as well. Students get excited to write encouraging notes to their peers and others in the building, such as cafeteria workers, custodians and teachers.

While our students were on remote learning, it was important for us to continue to engage our students in learning. Teachers utilized Google Meets with students to help them with assignments. Our entire staff loaded buses with food for students, and then delivered to all students in our building to ensure they all had meals.

Our staff maintains a caring, family atmosphere. If a student or family has a need, the principal and staff go above the expected role to help alleviate the hardship for the family. We have provided clothing, gift cards, shelter, and many other things for our students and their families.

2. Engaging Families and Community:

Lynchburg-Clay Elementary engages families and communities through many endeavors throughout the year. The goal of these activities is to offer assistance to families in multiple ways.

At the beginning of each school year, we begin with a program called ReadyFest. This program supplies backpacks, school supplies, clothing, and shoes for students in need. This program also ensures that every student in the school starts the school year with some basic school supplies such as scissors, glue, crayons, and notebooks. The supplies are all waiting for students on the first day of school so they are ready for a great year! Monetary donations as well as school supplies are donated by local businesses, churches, families, and staff members. We also begin the year with a Meet the Teacher Night before the start of the school year. This gives students, parents and community members time to get familiar with the elementary school and staff. Parent/Teacher conferences are scheduled twice a year for parents to meet with teachers and discuss students' progress. During this time, we also have our Parent Teacher Organization (PTO) Book Fair open for families to shop. Our Title I teachers hold an annual Make-It-Take-It night where families come and make games together to take home so they can practice the skills they have learned at school. The elementary school staff has an open-door policy and will meet with parents upon their request.

All elementary staff utilize Class Dojo or Remind as a way to communicate with families. Parents can message teachers when they have questions or concerns about happenings in the classroom. Teachers also

share photographs of learning that is taking place in the classroom. Our district and school website provides valuable information to parents. It contains newsletters, school calendars, lunch menus, handbooks, etc.

During the Christmas season, Lynchburg-Clay Elementary offers Christmas Blessings for struggling families through private donations from staff, community members, and local churches. This program assists families by providing Christmas gifts and food baskets for students of families in our district who are less fortunate.

Lynchburg-Clay Elementary also partners with many other community organizations, such as Empower Youth, Altrusa, Rotary Club, Lynchburg Fire Department, and the Lion's Club. Empower Youth provides our students with weekend food bags to ensure that families have access to non-perishable food items over the weekends as well as over long breaks from school. Altrusa and the Rotary Club donate books and dictionaries to our students to continue to foster the love of reading. Lynchburg Fire Department as well as the Lion's Club both provide special educational programs for our students. Without our great community support, our school would not be as successful as it is today.

3. Creating Professional Culture:

Our district administration team works very hard to create a culture where teachers feel valued and supported. The Lynchburg-Clay Elementary principal and assistant principal have created a culture where teachers feel safe to share their thoughts, feelings, and opinions in regards to what is happening in the building. Teachers come to administration with concerns and know that their voices are heard, and we work to problem solve as a team. The administrators in the building have an open door policy with all staff members and have worked hard to build relationships with them as well.

Teachers are often asked for feedback before any decisions are made. This allows staff to share concerns that administrators may not have considered. It also allows teachers to feel part of the decision making process, creating greater acceptance from staff when changes are made.

Professional development has had a positive impact on teachers and administrators at Lynchburg-Clay Elementary. Staff have the opportunity to participate in surveys in order to share what types of professional development they feel would benefit them. This allows administrators to tailor professional development to the needs of staff and offer differentiated professional development opportunities, just as we would offer differentiated learning opportunities for our students.

Teachers are encouraged to continue their education by attending professional workshops and conferences. A goal of our professional development is that it is applicable, job embedded, and time considerate so that it gives teachers the tools to accelerate student learning.

4. School Leadership:

Lynchburg-Clay Elementary school leadership believes that establishing relationships using open communication is critical to our success. Administrators are visible throughout the day and communicate with staff and students daily. Leaders promote an open door policy for students, staff and the community. School leadership views itself as part of a schoolwide team dedicated to helping students reach their full potential. Our school administrators lead with open minds and value input from staff.

Our building leadership team, led by the principal and assistant principal, consist of one staff member from each grade level, an intervention specialist and an arts teacher. This team discusses grade level data, policies and procedures, and concerns in an open format, and addresses them for the betterment of our school. The building leadership team members then report information back to their fellow colleagues so that all staff members are informed in order to work collaboratively.

The building administrators have high expectations for not only their students but also their staff members. Each year, staff members must set annual goals based on their desire to improve in an instructional or content area. Goals are also set for student growth. The administrators meet with staff members to discuss

individual goals and how the goals were achieved.

Administrators also meet regularly with the entire building staff to help staff meet school expectations and to work towards common goals and school expectations. These meetings allow everyone to continue to work together for the betterment of our students, thus making our building a success. Administrators make it a point to welcome each homeroom daily. Administrators are visible to staff and students to show how important staff members and students are in the school community.

5. Culturally Responsive Teaching and Learning:

Lynchburg-Clay Elementary utilizes the PAX Good Behavior Game for our Positive Behavior Interventions and Supports (PBIS) program. With PAX, students in every classroom create a class vision together as a group. During this time, students share what they want to see and hear more and less of and feel more and less of in the school environment. By creating this vision together as a class, it allows all students to experience inclusiveness, have ownership in creating a safe space, and therefore, students will hold each other accountable for following the class vision.

Character Strong is a social-emotional learning program for all kindergarten through fifth grade students implemented by Lynchburg-Clay Elementary. This program teaches students about self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Each month we focus on a character trait, beginning with respect. Students participate in many activities centered around the character trait and work to apply the traits in their daily lives. This is all done during a morning meeting in the classrooms, creating a community within the classroom.

We are fortunate to have a full-time social worker on staff. This social worker meets with students to work through a variety of mental health issues. The social worker also works with families to provide resources as needed, such as assistance with finding additional counseling services or providing information for students to obtain medical care.

Our building Response to Intervention program is critical for our students who are struggling academically. Students are provided interventions based on their specific academic, social, or behavioral needs. Data is collected and the Response to Intervention team meets monthly to discuss progress. Meeting students where they are and growing them to their highest potential is our ultimate goal at Lynchburg-Clay Elementary School.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Lynchburg-Clay Elementary School is most successful due to its people. The teachers, parents, administrators, students, and community members all make Lynchburg-Clay a successful learning community. Our school is one big family; and, when one person falls, we pick them up, literally and figuratively. Each member of our learning community serves a crucial role in supporting and serving students and families.

Our staff members go above and beyond for our students. When you walk through the halls, you will see students working one-on-one with staff members, you will see small groups of students working with teachers; or, you may see whole group lessons happening. Each teacher is doing what is best for their students. With the help of an Intervention Specialist at each grade level and a Title I teacher in first through fourth grades, our students are fortunate to have extra support and intervention when needed. Paraprofessionals are also placed at each grade level to work with individuals or groups of students on specific skills as needed.

Lynchburg-Clay Elementary staff work closely with students and their families to learn about each individual student and where they are academically, socially, and emotionally. This allows our staff members to meet each student where they are and grow them to their fullest potential. Our teachers regularly meet with their grade level teams to discuss what successes and challenges they are having in regards to students and curriculum. Open communication is key to student success.

Our staff members are always willing to assist others and help wherever needed. If we need help serving lunch, sweeping floors, or covering classrooms, you can count on our staff to jump in and help. We take care of each other and ensure that everyone has what they need to make our learning community successful.

The success of Lynchburg-Clay Elementary School is not because of the programs we use or the latest technology we may have. Our success is because of the hardworking, caring individuals we employ to serve our students and families. From the bus drivers, to the custodians and cafeteria staff, to the classroom aides and teachers, to the office staff and administrators, every single person who steps foot inside our school is here for one reason - the students! The Lynchburg-Clay Elementary School team along with parents and students is the key factor that has led us to be recognized as a school of excellence.