

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 Mr. Troy Page
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

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

School Mailing Address 304 East Arch Street
(If address is P.O. Box, also include street address.)

City Port Washington State OH Zip Code+4 (9 digits total) 43837-9050

County Tuscarawas

Telephone (740) 498-8389 Fax (740) 498-6312

Web site/URL https://www.ivschools.org/portwashington.aspx E-mail troy.page@ivschools.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.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Ira Wentworth E-mail ira.wentworth@ivschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Indian Valley Local School District Tel. (740) 254-4334

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

(Superintendent's Signature) Date _____

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

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

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

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

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

PART I – ELIGIBILITY CERTIFICATION

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

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

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

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

PART II - DEMOGRAPHIC DATA

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

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

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

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

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)
- Suburban
- Rural

3. Number of students in the school as of October 1, 2021 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	40	37	77
1	28	31	59
2	44	32	76
3	31	32	63
4	30	31	61
5	28	41	69
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	201	204	405

*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
 - 99 % White
 - 1 % 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: 3%

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

N/A

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	8
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	13
(4) Total number of students in the school as of October 1, 2020	405
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

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

N/A

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

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

Total number students who qualify: 118

8. Students receiving special education services with an IEP or 504: 15 %
61 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>3</u> Autism | <u>1</u> Multiple Disabilities |
| <u>0</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>6</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>18</u> Specific Learning Disability |
| <u>3</u> Emotional Disturbance | <u>26</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>4</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: 9
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	18
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.	4
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 22:1

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%	97%	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. 2003

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

Working together to personalize a rigorous standards-based learning experience. Vision: Persistent academic and social problem solvers pursuing the career pathway of their choice.

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

1422 - NONDISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY

The Board of Education does not discriminate on the basis of race, color, national origin, sex (including sexual orientation and transgender identity), disability, age, religion, military status, ancestry, genetic information (collectively, "Protected Classes"), or any other legally protected category, in its programs and activities, including employment opportunities.

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

Nestled in the hills of Ohio's Tuscarawas Valley, Port Washington Elementary School stands out as an academic role model. Students' test scores are well above the district and state average and children are taught by a highly qualified and experienced staff. The building and its teachers have won numerous local and state awards. Yet, these demographics are only part of what makes this tiny, rural school so successful. Community members, parents, visitors, and students who enter this exceptional building often tell staff that the school emits a feeling of family. Indeed, this is our secret ingredient. That something extraordinary - so vital to the students and staff who thrive here.

Port Washington's genealogy reveals that 30% of students live below the poverty level and 28% of the student body attends via open enrollment. Our youngest members come to kindergarten at a disadvantage statistically. However, our teachers, cooks, and custodians become their matriarchs. Guiding our kindergarten through fifth grade students with a gentle, firm hand while filling their curious minds with the most effective, researched-based learning strategies. The academics are rigorous and challenging. When students struggle, they are supported by our intervention specialists, Title I staff, speech pathologist, educational aides, and community volunteers. These members fill the role of grandparents. Spoiling the boys and girls by working with them in small groups, rewarding them at each small success, and treating any disabilities with unconditional love. All students can learn and are supported wherever they are on their academic journey. We work toward a common goal: our district mission of "working together to personalize a rigorous standards-based learning experience."

The teacher's lounge and staff workroom host daily family reunions. Conversations flow among teachers of all grades sharing updates on past and present students, offering recipes for effective and engaging lessons, supporting one another on tough days, and celebrating personal triumphs. Our staff welcomes new members and envelopes them in the traditions and culture seasoned veterans were raised in. Some of these new members are past students who flourished in the environment Port provides and who returned home to continue the rich tradition of academic excellence and student centered learning.

Each morning as announcements conclude these words resonate from our classrooms: Say it loud and say it proud: P-O-R-T Positive Outgoing Respectful Team. Our principal, the patriarch, lives by this motto. Greeting students by name each morning and providing exemplary leadership, he is admired by all. Supporting the family both on the front lines and behind the scenes, he makes sure we all have what we need for a stable, safe, and successful learning environment. However, the staff is the smallest part of the Port Washington family. Our students are our pride and joy and are respected.

We depend on the "nosey aunts" in our classrooms to let us know when a student is having a bad day, is disagreeing with friends, or has had a rough ride to school on the bus. We take time to listen to these family informants because they are in tune with the underlying social issues in the classroom that adults sometimes miss. We use this information along with our Social Emotional Learning (SEL) lessons to show our students how to get along and navigate difficult challenges faced by our younger generation.

On the days when "Cousin Eddie" shows up and is kind and loving (and honestly, a little quirky), but cannot afford the quarter it takes to buy a cookie and popcorn for our monthly PTO sponsored treat day - we find a quarter. When the Accelerated Reader deadline is approaching, and "he" did not read a single story at home - we read him books to help him reach his goal like all the rest of his peers.

Finally, we cannot ignore the "black sheep" of the family. You know the one. You see this lost lamb missing recess time, holding the teacher's hand in the hallway, using unkind words, and hands in not so nice ways. Well, we love this little child anyway. We give this boy or girl "one more chance" to do the right thing and treat this little person with respect and dignity even when it is not deserved.

And then the day comes when we have to say goodbye. When our children advance to middle school ready for the opportunities that await them. We are left behind and feel the empty nest. So the staff keeps in touch with our boys and girls by attending their extra-curricular events, checking in with their current

teachers, remembering them by name when we meet outside of school, and sharing stories of “our kids” in our day to day lives. That’s what a family does - at least in our school!

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:

Port Washington Elementary provides every child the opportunity to grow and develop in a rich, meaningful, and engaging learning environment. Understanding that our school provides a platform for a multitude of learners, the staff at Port Washington Elementary strives to take a systematic approach to instilling a multi-tiered system of teaching and learning to transform the learning experience of every student in accordance with the district and state guidelines. At Port Washington Elementary, we believe in providing equitable educational practices to ensure every student has access to developmentally appropriate educational resources, as well as the experiences required to reach optimal levels of achievement through differentiated instruction and personalized learning opportunities. Equally important to our mission is establishing and maintaining high expectations for the district personnel and working collegially to nurture and sustain a positive school climate.

Student learning and high academic achievement are the foundation for every learning opportunity offered to our learners. Therefore, the school community is prepared to help students overcome all barriers and find their individual pathway to success. At Port Washington Elementary, our staff recognizes the importance of facilitating learning that meets the diverse needs of all students. As educational professionals, we acknowledge that it is not only our responsibility to facilitate and support the achievement of all students, but ensure a culturally supported, learner-centered environment, where each student's strengths are identified, nurtured, and utilized to ensure optimal levels of achievement.

Within our professional learning community, we are committed to exploring, discussing, and implementing differentiated instructional practices to ensure the development of programs, curriculum, and instructional practices that bring about educational equity for all students. Through various forms of informal and formal assessments, our faculty of professional educators works to create a positive school culture through enriched learning experiences, parent involvement, positive behavioral reinforcement, innovative teaching practices, as well as a consistent set of routines and procedures. Port Washington Elementary fosters a nurturing atmosphere and subscribes to the idea that every child has the ability to reach their full potential.

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

Port Washington Elementary focuses on continued implementation of instruction that aligns to the Ohio Department of Education's Common Core Standards and Curriculum Framework. Each literacy facilitator focuses on evidenced based practices for early reading instruction, scaffolding grade level texts and developing, as well as implementing, local performance assessments to guide instruction. Our literacy philosophy centers around a common vision of providing quality instruction, shared leadership, and optimizing opportunities to implement differentiated and personalized learning experiences, while also utilizing a multi-sensory approach to reinforcing the foundational skills of reading. Accomplishing these tasks, however, requires thoughtful instructional practices, monitoring student out-comes, and assessing effectiveness of daily instruction. As a professional learning team, we track student growth through the identification of evidence-based instructional and management practices, student outcomes, student-based learning experiences, targeted assessments paired with specific instructional goals, as well as detailed instructional improvement plans. Developing life-long learners who are independent, proficient and passionate readers and writers is at the heart of every lesson.

Here, reading is the foundation for our curriculum, and we believe that it is imperative to offer differentiated, individualized learning opportunities through a tiered system of instructional support. Starting in kindergarten and working towards our students in fifth grade, reading instruction is multi-dimensional and includes the five pillars of reading: Phonemic Awareness, Phonics, Vocabulary, Fluency and Comprehension. At Port Washington Elementary, effective instruction of these components is systematic

and explicit. Teachers also try to focus on “student choice” which allows students to be engaged in the curriculum at an appropriate level while also offering choices as to what they read or study. This allows students to take ownership in their learning. Providing a variety of instructional techniques, planning engaging/meaningful lessons, and striving to promote equitable educational practices is essential and transforms our emergent reading students into proficient independent readers. Each literacy facilitator creates and establishes procedures for implementing student-centered learning opportunities and provides evidence of the appropriate implementation of these instructional practices through a continuous spiral of guided practice and student application. Monitoring lesson plans, meaningful discussions during professional learning team meetings, student portfolios, quarterly assessments, as well as vendor assessments, offer insight into each student's ability and demonstrate how his or her knowledge and skills results are improved for teaching practices and student learning.

In analyzing and reviewing components that are developmentally appropriate, as well as systematic and geared toward a multi-sensory approach, our staff at Port Washington Elementary instills a sense of shared responsibility and accountability for the student achievement outcomes. We believe that teaching and promoting student leadership skills in school prepares students for subsequent higher learning and self-advocacy. Adding a communication and relationship building component not only provides meaningful opportunities for instruction, but also provides a more school-focused performance evaluation system that creates an atmosphere where the learning stakeholders work together respectfully to ensure growth and development leading to increased student success. When a student is actively engaged in our Language Arts curriculum, he/she is engaged in the curriculum and making meaningful connections to other subject areas and as well as text to world connections. Overall, our literacy curriculum is grounded in the science of reading, high-quality reading instruction is guided by state-adopted standards, evidence-based planning and teaching, and the ongoing monitoring of essential skills and understanding to support the learner in comprehending and engaging with increasingly complex texts.

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

To attain maximum success, our math teachers differentiate instruction to meet the individual needs of all students. Whether teachers differentiate content, process, or the learning environment the appropriate use of ongoing assessment and flexible grouping makes this a meaningful approach to providing optimal learning experiences. In the classroom setting, differentiated instruction is utilized to create mini-lessons based on each student's understanding of the mathematics content standards. Each student is then encouraged to explore different components of the performance objective based on what is essential for their individual learning development. For students who have a comprehensive understanding of the foundation skills, they are encouraged to extend their knowledge and skills to create valuable learning in relation to higher-level-cognitive-demand mathematical tasks to support increased student exploration, communication, and reasoning. Creating these valuable learning experiences not only creates responsive learners, but also enables students to take an active role in the learning process.

Furthermore, to facilitate a deeper understanding of mathematics concepts teachers utilize games and peer buddy activities, as well as computer-based technology. As students begin to build and expand their core understanding of mathematics operations, providing individualized skill checklists, standards focused board activities, as well as center activities assist and extend each student's conditional growth measure. Through the use of either whole-group or small-group instruction, students are provided a conceptual understanding of the performance objectives that match their individual capabilities. This process also helps involve students with interpersonal learning styles and facilitate collective student learning. Teachers follow up both correct answers and incorrect answers from students with a question about how the student arrived at that answer creating personalized learning opportunities. Here, personalizing learning for students requires purposeful planning and an understanding of each child's interests, learning style, and academic goals. Implementing personalized learning in the classroom aids teachers in not only planning, but providing educational experiences that include individualized pathways for students. Working with each student to develop goals and customize learning objectives ensures that the individual needs of each student are accounted for. In our mathematics classrooms, students work with manipulative materials, while other students are actively engaged in interactive lessons and online tutorials. Providing multiple pathways to learning ensures a rigorous and developmentally appropriate approach to presenting benchmark standards.

Additionally, formative instructional practices, curriculum materials, and technology integration is utilized within the learning environment to maximize high-quality instruction. In order to develop individualized learning goals for mathematics, formative instructional practices are implemented to gather evidence of students learning and plan for future instruction. The formal and informal methods of collecting and documenting evidence of students' learning, paired with effective feedback, prepares students to take ownership of their learning. The students may engage in assessments, such as checklists, observations, anecdotal records, and/or participation in whole-group and/or small-group activities. At Port Washington Elementary, the appropriate use of developmentally appropriate curriculum materials, such as base ten blocks, counters, and marker boards, enable students to actively participate in the learning process and provides an informal variation of formative assessment. In addition to appropriate learning materials, the integration of computer-based mathematics games provides students with the opportunity to take an active role in formulating a core understanding of foundation mathematics operations and can differentiate instruction in an interactive learning method. Throughout each classroom, students may be observed utilizing interactive mathematics lessons, reteaching skills, and/or extended operations. One resource the student would be noted utilizing would be IXL. IXL is a personalized learning platform that is used to differentiate instruction for each student. In general, the learning experiences provided to every student are differentiated and personalized to ensure optimal levels of achievement. The appropriate use of formative instructional practices, curriculum materials, and technology integration is also appropriately utilized to scaffold learning and maximize high-quality math instruction.

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

The exemplary science program at Port Washington Elementary features an emphasis on an inquiry approach to obtaining essential knowledge and skills. Our science facilitators believe that it is imperative to become a role model for continual growth and development, while actively seeking instructional techniques that foster a love for learning. Simply put, science is organized around two key functions: (1) instruction and learning, and (2) preparing for meaningful instruction and learning. Thus, our teachers manage the structures and processes of their classrooms around meaningful educational opportunities, shared discussion of instructional techniques and strategies, as well as purposeful integration of core curriculum content.

At Port Washington Elementary, we believe that individual student achievement is essential in science, and we prepare our students to engage in a variety of reasoning and modeling problems, while actively promoting an inquir-ybased mind-set. Within the science classrooms, students are guided by personal interest and/or questions. They are encouraged to take risks and experiment, which leads to pathways where each learner may discover, as well as develop meaningful understanding of the standards. Additionally, teachers are always looking for teachable moments to capture student engagement and build meaningful integration of content knowledge into cross curricular activities.

Uncovering and addressing misconceptions that students bring into our classrooms and providing opportunities for students to reflect on their individual growth goals is yet another method that is implemented to improve student learning. Each teacher integrates a variety of instructional approaches, such as role-playing, learning centers, leveled reading materials, inquiry circles, cooperative learning, as well as project-based learning to ensure that the needs of every student are taken into consideration and properly addressed. Here, providing a developmentally appropriate learning environment, while also establishing a broader approach to the learning that concentrates on student mindsets, and creating equitable learning environments is critical to supporting the holistic success of each individual student.

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

As we continue to dominate the twenty-first century with instructional practices and technology integration, there is a growing desire to foster the intellectual skill set of our students. Because our supportive and caring staff at Port Washington Elementary believes that all students possess the potential to grow and develop at optimal levels, we employ a multiplicity of instructional strategies to promote optimal learning. The teaching philosophy is centered around the belief that each learner contains the potential to reach optimal levels of achievement when provided developmentally appropriate experiences and opportunities. We

believe that it is imperative to hold high expectations for all learners and provide every student ample opportunities to learn by selecting instructional frameworks that presume the competence of all. Our beliefs about learners and the learning process align with constructivists methods. Constructivism is the theory that says learners construct knowledge rather than just passively taking in information. In our social studies classrooms our facilitators assert that as the student population evolves, so should classroom instruction and the educational opportunities that are available to each student. Here, we believe that it is our responsibility as professionals to ensure democratic values, equity, and diversity within our learning community.

In this student-centered philosophy, learning is influenced by not only the facilitator, but the students. As such, independence, exploration, and hands-on learning is successfully fostered. Both the teacher and the students are held accountable for student growth and achievement. At Port Washington Elementary, the teachers are content driven individuals who impart the knowledge of concepts and theories, while sharing various skills and strategies that can impact the learning process. Our staff believes that by working collegially, implementing good teaching practices, and creating a developmentally appropriate learning environment, students will succeed. Utilizing this philosophy has prompted numerous students to become lifelong learners and assisted them in recognizing their inner strengths and abilities. Within our learning community, our teachers aspire to provide a stimulating, nurturing, and challenging learning environment; one that encourages each learner to reach their full academic potential.

1f. For secondary schools:

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

2. Other Curriculum Areas:

Each kindergarten through fifth grade student attends a related art class each day at Port Washington Elementary. Our music program incorporates the strategies of Kodaly, Orff and Dalcroze to create a learning environment that produces a whole musical child. Our room is equipped with a classroom set of Orff xylophones, as well as a full set of ukuleles, recorders, and other non-pitched percussion instruments. Our 5th grade class is also given the opportunity to join the concert band. Each learning style is purposefully used to make sure each child learns the skills needed to move on to the next level of learning. The music department follows the Ohio Fine Arts Standards for Music to drive instruction. The music department also showcases the students' learning in our annual performances. Grades K-2 performs in the winter and grades 3-5 performs in the spring, with the band performing with the middle school and high school throughout the year.

At this event, the students showcase their projects from our other fine arts program that we call STEAM. In Steam, the students incorporate all standards from Science, Technology, Engineering, Art and Math to problem solve and create new and/or improved things. We are a leading school in our area for this programming for students. In STEAM, the students create 3D projects, ceramics, science experiments, computer graphics, and so much more. This program allows the students to see how all the subjects are cross-curricular in the real world.

The students also attend a library class and computer class for their media needs. In the library they are encouraged to become lifelong readers by using a program called Accelerated Reader. They are rewarded for reading in a fun and positive way. They learn how to research and use technology to find information in both Library and Computer. Computer class takes it a step further and teaches a multitude of skills including mouse basics, computer basics, keyboarding, beginning graphics, word processing basics, computer navigation, spreadsheet basics, and web browsing basics.

Our students also attend Physical Education. Within this discipline, the students are practicing locomotor as well as non-locomotor movement. They combine these skills and apply knowledge of the skills to elements

of a game or activity that they have learned. They are also taught healthy habits for living that includes food choices, cardio exercises, flexibility, and muscular strength. In addition, sportsmanship is a continuous theme throughout all grade levels that is emphasized to ensure all students feel welcomed and a part of the Port team.

At Port Washington Elementary we know the importance of growing a well-rounded child so that they become productive citizens in our community and our related arts programming is a key contributor to that process.

3. Academic Supports

3a. Students performing below grade level:

At the beginning of every school year our students have the opportunity to show what amazing skills they have by demonstrating their reading and math knowledge on the MAP test. Our teachers study the results of the MAP evaluation and make recommendations for our students to help improve their skills. The recommendations are added to every student's IXL profile creating an individualized learning plan. Our students are able to work at their own pace along with the help of small group and individual instruction from their teacher. After recommendations are made, in cooperation with the regular classroom teacher, our reading intervention teachers place students that are testing below grade level on a RIMP (reading improvement plan). Intervention teachers continue to discover the specific skills the students are missing. To accomplish this, our teachers use additional evaluations such as running records, DIBELS, LETRS Phonics and Word-Reading Survey, and the PAST (Phonological Awareness Screening) assessment. Reading intervention teachers group the students according to their skill levels and use a variety of resources to begin filling in the gaps in student knowledge. Each day our reading intervention teachers work with small groups of students using Orton-Gillingham and other Science of Reading multi-sensory methods to improve the students' reading skills. Reading intervention teachers work to improve listening and rhyming skills. Our teachers also help students to better understand alliteration and syllabication. Blending, deleting, and manipulating phonemes round out the foundational skills of reading that our intervention teachers focus on with kindergarten and first grade students. As the students move into second and third grade, our reading intervention teachers focus more on long vowels, vowel teams, consonant patterns, suffixes, and prefixes to help the students become successful readers and writers. This allows intervention teachers to ultimately focus on improving comprehension and fluency during the 30-minute small group session. As the year continues, our reading intervention teachers continue to provide fun and engaging daily lessons using games and activities that hold the students' interest. Students and teachers share their interests with each other at the beginning of the year as a way to get to know each other. Reading intervention teachers progress monitor students often in order to ensure students' needs are being addressed. MAP is taken two additional times and based off the results and continued monitoring, students may be exited, move to a tier 2 group or move to a tier 3 intervention group. For students who have larger gaps that can't be appropriately addressed in small group, the student(s) will be pulled for a smaller, even more specific and individualized group. This smaller group will meet for 20-minutes two to three times a week in addition to the 30-minute small group. Our teachers work intensively with all students by providing specific and explicit instruction to fill learning gaps.

3b. Students performing above grade level:

Teachers collaborate weekly (or even daily) to ensure we are working together to meet all the students' needs whether it be intervention or enrichment. Students, in grades 4 and 5 who have been identified as gifted using MAP data and/or the InView assessment, are grouped together for grades 4/5 math class and a grades 4/5 English language arts (ELA) class. This class meets for 90-minutes daily with the gifted intervention specialist. Students, in first and second grades who have been identified, are pulled out for small group specific instruction. Our gifted intervention specialist works within the third grade classroom that has the cluster of identified students. The i-Ready curriculum is used as the core curriculum in both the grades 4/5 math and grades 4/5 ELA classes. The goal for both of these classes is to cover three years of curriculum in the two years they are in the program. The gifted intervention specialist uses a variety of supplemental materials to help accomplish this, such as IXL, First in Math, Hands-On Equations, and the

grades 6-8 Ohio State Test (OST) rubric for writing. In addition, a very extensive 'get to know you activity' completed at the start of the year helps drive the instruction and keep students excited about learning.

3c. Special education:

Port Washington Elementary provides an inclusive environment that supports the learning of all students. Students receiving special education services are afforded the same opportunities as their same age peers. This is accomplished through a collaborative approach by all Port Washington staff members.

Additionally, Port Washington encourages the concept of working together to support the growth and development of all students through the Individual Education Program (IEP) team. There are four required members for each IEP meeting: the parent, general education teacher, special education teacher, and district representative. Each role is vital to the success of meeting the individual goals of all students and working towards optimal growth and achievement. Communication between school staff and families of students with disabilities is accomplished through surveys, emails, phone calls, face-to-face meetings, and video conferencing. Our building strives to not only establish a cohesive learning environment, but enable our parents, families, and community stakeholders to also take part in their child's learning.

Equally important, Port Washington's Special Education staff and school psychologist work together to plan school age evaluations when a disability is suspected. They provide staff with resources specific to research-based interventions to support students. Students receive special education services from Port Washington's intervention specialists, speech and language pathologist, occupational therapist, physical therapist, and audiologist.

Also, Port Washington's special education continuum of services includes meetings between general education teachers and intervention specialists to plan and make decisions on how to meet the needs of special education students in the classroom; classroom aide assistance provided to individual students or a small group of students in the classroom; and/or specially designed instruction provided directly by an intervention specialist or related service provider.

Furthermore, Port Washington intervention specialists and related service providers serve as case managers for students with disabilities. Data is collected through progress monitoring based on individual student needs and goals are developed in the areas of reading comprehension, basic reading, reading fluency, math computation, math problem solving, written expression, and adaptive behavior. Progress monitoring is reported each nine weeks when quarterly report cards are distributed. Here, at Port Washington Elementary, we support the view that a collaborative culture best builds and sustains effective teaching and learning in schools.

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:

Meaningful and respectful relationships are truly the foundation of Port Washington Elementary. These relationships are apparent in not only the school, but also the community. Having these strong connections allows for continuous student engagement and motivation and the development and sustainability of a positive learning environment.

Port Washington Elementary utilizes a number of strategies to engage and motivate students through academic and social and emotional engagement. Students are given clear and specific goals. They are active in their learning process through collaboration with peers and teachers. Students reflect on consistent and constructive feedback. This meaningful feedback supports students not only in academic growth but also in achievement. Kindergarten, first, second, and third grade students work with staff members during designated times on reteaching and enrichment opportunities in a small group setting. Fourth and fifth grade students have paired with classroom teachers, Title 1 educators, and academic support teachers to revisit areas of remediation and strengths to enhance their academic areas.

To meet students' social and emotional needs, the entire building benefits from two specific programs. Positive Behavioral Interventions and Supports (PBIS) and Second Step have been implemented to ensure all students remain engaged and focused socially and emotionally. Students are encouraged by daily announcements and posted signs to be respectful, responsible, and engaged. All staff members have been given Port Pride Passes to share if they observe students demonstrating positive behaviors. These earned passes are entered into monthly drawings for a reward for both the recognized student and the nominating staff member. Also, at the end of the week, a Port Pride Pass is chosen from each grade level. The names from these passes are shared on the announcements as the Super Six students of the week. Second Step is a social-emotional learning program that teaches students a variety of skills such as goal-setting, emotion recognition and management, empathy, and problem solving. Weekly classroom lessons provide relevant and real-life scenarios. Interactive opportunities allow students to reflect on social and emotional situations.

During the COVID-19 pandemic, Port Washington Elementary worked through both full remote and hybrid learning experiences. This time was crucial in maintaining engagement and motivation academically. However, another focus was meeting our students' emotional needs. Operation Positive Phone Call was implemented by our principal as a means to make contact with students and their families. The Title 1 team, academic support educators, related arts teachers, and the family advocate reached out with phone calls. These staff members built upon the outreach classroom teachers established through the daily academic lessons. Operation Positive Phone Call focused on how students and families were doing, what new routines were established, how they were staying busy with the new normal, checking on what support or assistance the school could provide, and thanking everyone for doing their best at this time.

Relationships have allowed our staff to create and foster a positive school environment for students. There is truly a family-like atmosphere felt throughout the Port Washington Elementary building. Students recognize strong and positive relationships among staff members and experience the same inviting and supportive experiences in their classrooms. Promoting a growth mindset, allows students to have a safe environment to try new challenges. Students realize that achievement is worthy, but the process to gain this success is far more valuable.

By motivating and engaging students, Port Washington Elementary has been able to create a community of learners. The use of strategies for academic and social and emotional engagement within a positive learning environment has provided students the framework to encompass the district's motto of becoming: Brave Scholars-Brave Leaders-Brave Pathfinders.

2. Engaging Families and Community:

Port Washington Elementary strives to keep our parents invested in their student's education, and we believe parent communication and involvement are key components to the overall success of our students. Our school provides a multitude of communication tools and shared documents to engage staff, families, students, and community to continue the process of building and sustaining relationships with families and/or caregivers. Classroom teachers use a digital app, Remind, to exchange information with families of upcoming events in the classroom as well as share positive messages. Our teachers also communicate weekly through newsletters as well as Google Classroom. The school district also uses a digital app, Instant Connect, to send messages via voice and/or text to families. Parents are kept up-to-date on what is happening at Port Washington Elementary through our building website and a monthly newsletter from our school principal to share reminders of upcoming events, changes in schedules, or other important information. Our families are invited to family engagement activities that are planned for all grade levels. This special day is always something our students look forward to having their parents join them in their learning, and we have over a 90% participation rate. Examples include Earth Day, Measurement Olympics, Career Exploration, and Gellin with Geometry. We also invite parents to planned class parties and other special after hour events such as our Fine Arts Showcase and choir concerts. Parent Teacher conferences are another valuable tool. This meeting is a meaningful opportunity to communicate the academic strengths and weaknesses of the student. This face to face or telephone conference call is another great way to engage our families. With this reciprocal approach, we are strengthening our relationships and supporting the academic success of our students. It is vital that parents understand the learning standards and expectations of their students. We believe that it is critical that there are various opportunities to work together collaboratively to build and develop an atmosphere of trust, consistency, routine, and procedure. Students, staff, and parents need to know and understand that they are valued, and our staff is actively listening and working to resolve their questions, thoughts, and/or concerns with meaningful resources and support. When students, parents, and staff members feel valued and have an administrative team that they can trust, it drastically increases morale and enhances the learning environment. Our parent teacher organization, PTO, is very involved in supporting the educational needs of our students as well as celebrating students. The PTO supports classroom teachers with needed supplies, organizes fundraisers, and holds monthly special treat days. The PTO organizes fundraising events to be able to support our Accelerated Reader program and year end auction of prizes. They provide after school events for families to attend, such as a School Carnival, Magic Show, Father Daughter school dance, and Mom & Son Nerf War Games, all to strengthen the bond of our families. Our relationship with families is vital to our overall success.

Port Washington Elementary is fortunate to have community partnerships. Students periodically see law enforcement officers stop into the building to build relationships with our students through a simple high five, smile, or chatting with our students. We have welcomed a county judge into our school to read with our younger students and a local optometrist to do special science lessons with our 2nd grade students. Local church groups have donated hats and gloves for students in need, as well as extra school supplies. Our church groups have also been pen pals with our 5th grade students and provided extra tutoring to our kindergarten students. We have coordinated mental health services with an agency, Ohio Guidestone, to provide school-based counseling services to address the immediate needs of students and families that don't have access to services or are beyond our ability to address by our family advocate. We also have a community partnership to provide a drug and alcohol prevention curriculum, "Takin It to the Schools," to our fourth grade students. We have a county bookmobile supplying our students with extra crates of books for variety, as well as our school library that is full of resources. Another community partner, Sole Purpose, provides shoe vouchers for families in financial need. We collaborate with a supplemental weekend food program, Tuscarawas United- Feeding our Future (TUFF), and our county's Share-A-Christmas toy drive for those income eligible families. Our partnership with East Central Ohio Educational Service Center, ECOESC, provides physical therapy (PT), occupational therapy (OT), and Family Advocate services for our students as needed. Our Port Washington families are so fortunate to have the outpouring of support in our rural community and we continue to cultivate a school environment that is welcoming, supportive, and student-centered.

3. Creating Professional Culture:

The professional culture of Port Washington Elementary can be felt as soon as you enter the doorways of the school. You will be sure to notice the critical professional characteristics that help create a successful

learning environment for all. Those characteristics include professionals who are accountable, reliable, ethical and show great integrity for their jobs.

When professionals feel valued and supported, they become more accountable and reliable. Being an accountable professional showcases that you are able to learn and grow from your mistakes. Portraying reliable characteristics means you are given a task and you follow through with this in a successful manner. In the trying time of remote learning, teachers had to learn how to adapt to change. Over the course of the last school year at Port Washington, teachers displayed acts of accountability and reliability through their daily Zoom sessions with students whose families chose to learn remotely full time. Fortunately, we had the opportunity to engage in multiple different training sessions to better enhance our virtual instruction. While there were many times we all felt we could not keep going forward, we were all in the trenches together, and were supportive and encouraging of one another. We reminded ourselves of the difference we were making with all our learners.

Port Washington Elementary's staff is a team of individuals who are ethical and display integrity. The professional development of the school allows for teachers to be in control of their instruction and implement strategies that work naturally for them while supporting how the students learn the best. We work in a building that allows teachers to choose which area of professional development they would like to study. Providing teachers with differentiated choices, allows for them to create a more personalized study to better enhance their instruction. This aligns with the core mission of our school which states, "Working together to personalize a rigorous standards based learning experience." Also, opportunities are created for teachers to work jointly with other professionals across the district through joint Professional Learning Team (PLT) meetings. These meetings are a time to come together and learn from one another and talk about successes within the classroom. When given this time, Port Washington staff will maintain ethicality. The professionals are confident in their instruction and teachings and will always do what is in the best interest of the students. To be of integrity means you do the right thing when no one is watching you. The expectations to all at Port Washington are clear and well communicated. This is displayed as an importance of integrity and therefore everyone feels it is their duty to showcase this within the classroom and beyond. To be a part of the Port Washington team is a privilege and one that when given immediately fills you with the need and want to become the best you can be professionally within and outside of the classroom.

4. School Leadership:

Port Washington Elementary's leadership is founded in collaborative opportunities with many stakeholders at the table. Based on the district mission, "Working together to personalize a rigorous standards-based learning experience," Port prides itself on working together to make the best decisions for its students. It starts from the principal; he has created a schedule allowing teachers to meet together weekly in professional learning teams (PLTs). Teachers meet in grade levels or department level meetings to focus on the following areas of need: student growth, student achievement, and student/staff well-being. The PLTs are designed to have all the stakeholders present to make the right decisions. There is always an administrator present, the principal attends bi-weekly. The meetings consist of analysis of data and the instructional strategies based on that data. The team looks at trends in the student data, and then, they turn the focus to individual student needs. Once a decision is made as to how to approach the next step in the student's learning, the team implements the strategies and returns weekly with the results of their work. With this structure in place, the leadership of Port Washington is able to assure the students are getting the best personalized learning experience possible.

The principal starts each day welcoming students into the school by name, a task quite impressive with over 400 students. He instills in students and staff that Port Washington Elementary is a Positive Outgoing Respectful Team. He has created a structured, well run, successful school building that staff members are truly grateful to be a part of. Teachers receive weekly, informative newsletters from the principal with important information and dates highlighted on it. Parents are also kept in the loop through the building website and monthly newsletters sent home. Students hear the principal first thing each and every morning as he does building announcements which on Fridays including the announcement of the "Super Six" students. Throughout the week, all staff members have the opportunity to hand out PORT pride passes to students displaying the choices and behaviors that exemplify PORT pride. Students look forward to hearing

if their name will be drawn for the “Super Six” on Fridays with the most excitement saved for the last day of the month. This is when one of the PORT pride pass holders wins their entire class an ice cream treat and extra recess. The staff member, who nominated the student, is recognized with a special parking place marked with a giant smiley face and a gift card to a local restaurant. The principal has created a welcoming open door policy for his staff, but it might be hard to find him in his office as throughout the day he does daily duties, along with other staff members, where he interacts with students. He posts an inspirational quote of the week by staff mailboxes; a simple but thoughtful gesture that the staff looks forward to each Monday morning. The school leadership at Port Washington is second to none and is a huge part of why our school building is successful.

5. Culturally Responsive Teaching and Learning:

Over the years, educators have come to the realization that multicultural education is a critical component of learning. Correspondingly, Port Washington Elementary teachers have made the move towards culturally responsive teaching. At our school, we look at what each student can bring to the classroom from their home environment and culture rather than strictly on how they perform. We have been able to raise our expectations by making learning relevant to students through using their life experiences and applying them in the content and curriculum of our classrooms.

Students are wired to build on their background knowledge and things they enjoy. They score and perform better when they are invested in the material. So, how do we make this possible at Port Washington Elementary? One way is through literature. Students are able to choose what they want and like to read about. This allows them to build on subjects that they already know and enjoy or dive into a new subject. We have been able to use grants and donations to order literature that is culturally responsive to all the students in our building. All teachers work together to order the best literature to make sure that we are proactively responding to the significant population changes that we are seeing yearly in our school.

Additionally, we have an open house at the beginning of the year to meet students and their families. We integrate literature from different cultures and heritages. We look at events in history and talk about how they are important today. We activate their prior knowledge and help students make connections in the classroom. We front load students with background knowledge of content they may not be familiar with so that they can make connections within the classroom before reading texts. We build relationships with students and families by having family events, inviting families into the classrooms, taking surveys, and trying to understand all the needs of our families. Our teachers also look at their own personal biases and make sure that those are not driving the classroom curriculum. We try to get our community involved by journaling with outside members of the community or completing community outreach projects. We do projects where students are able to bring in things from their home or talk about traditions from their culture.

Ultimately, Port Washington Elementary has made the commitment to engage in culturally responsive teaching to bridge learning gaps and give each and every student a meaningful and relevant learning experience.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

Port Washington Elementary began implementing Professional Learning Teams (PLTs) during the 2015-2016 school year. Fortunately, our school district committed to providing time and money towards professional development for all teachers in the district in the early years to ensure our teachers had a thorough understanding of the process. Our current structure at Port allows for 40-minute meetings each week in our designated team room. These meetings are held within the teacher's scheduled workday. Teachers serve as Team Leaders (a stipend position) and are responsible for creating the weekly agendas and facilitating the meetings. Team members establish the norms for the specific teams at the start of the school year which help keep the team focused and on task. Administrators (Principal, School Performance Coach, and/or Director of Learning) also are team members with one administrator attending each meeting. Our teams consist of a Kindergarten team, 1st grade team, 2nd grade team, 3rd-5th grade ELA team, 3rd-5th grade math team, and a 3rd-5th grade science/social studies team.

Teams incorporate the continuous improvement cycle of Planning, Doing, Checking and Acting...then repeat. This work is driven by the team created SMART goal(s). As our PLT structure has evolved over time, teams have maintained their focus on the four driving questions that have been foundational to our PLT work: 1) What is it we expect students to learn? 2) How will we know when they have learned it? 3) How will we respond when they don't learn it? 4) How will we respond when they already know it?

Through the PLT process, colleague conversations have grown from only being congenial and friendly to being collegial and informative. Professional relationships have evolved with trust and respect as the pillars. Our PLT process also includes district teams. Port Washington Elementary team members combine with the other elementary building's team members to create district teams that meet periodically throughout the year. Establishing the academic content standards to be included on our district report cards and creating standards-based grading scales are two examples of major initiatives that the district teams have completed through this process.

Ultimately, the PLT work done by the adults in our building directly impacts our students' academic success. As it should be, student success is our ultimate goal. We believe that the incorporation of the PLT process at Port Washington Elementary is one of the most influential practices of our school's continued success.