

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

[X] Public or [] Non-public

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

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

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

School Mailing Address 7503 Mudbrook Road Northwest
(If address is P.O. Box, also include street address.)

City Massillon State OH Zip Code+4 (9 digits total) 44646-1108

County Stark

Telephone (330) 830-8028 Fax (330) 830-8032

Web site/URL https://www.jackson.stark.k12.oh.us/Domain/995 E-mail jrr2jc@jackson.sparcc.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* Mr. Chris DiLoreto E-mail cad2jc@jackson.sparcc.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Jackson Local School District Tel. (330) 830-8000

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. Christopher Goff
(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):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

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

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

- Urban (city or town)
 Suburban
 Rural

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

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	52	54	106
1	60	50	110
2	56	56	112
3	42	43	85
4	57	54	111
5	51	48	99
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	318	305	623

*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
 - 3 % Asian
 - 1 % Black or African American
 - 4 % Hispanic or Latino
 - 0 % Native Hawaiian or Other Pacific Islander
 - 87 % White
 - 5 % 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: 6%

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	23
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	12
(3) Total of all transferred students [sum of rows (1) and (2)]	35
(4) Total number of students in the school as of October 1, 2020	623
(5) Total transferred students in row (3) divided by total students in row (4)	0.06
(6) Amount in row (5) multiplied by 100	6

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

Portuguese, Croatian, Urdu, Chinese, Spanish

English Language Learners (ELL) in the school: 1 %
6 Total number ELL

7. Students eligible for free/reduced-priced meals: 9 %

Total number students who qualify: 55

8. Students receiving special education services with an IEP or 504: 12 %
72 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>92</u> Autism | <u>8</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>4</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>16</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>22</u> Specific Learning Disability |
| <u>1</u> Emotional Disturbance | <u>9</u> Speech or Language Impairment |
| <u>0</u> Hearing Impairment | <u>1</u> Traumatic Brain Injury |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 8
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.	29
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.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	3

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 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	98%	97%	96%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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

Show percentages to indicate the post-secondary status of students who graduated in Spring 2021.

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

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

Yes No

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

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

Our vision of the future is Striving for Excellence - which means students achieving their highest potential, inspired by teachers who are making a difference, encouraged by parents who are providing support, and empowered to action by a community working together to ensure that every child realizes his/her dreams.

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

<https://www.jackson.stark.k12.oh.us/Domain/27>

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

Sauder Elementary School is one of four elementary schools within the 5,800-student Jackson Local School District. At Sauder, our foundation, and the secret to our success, is our people. One of our mottos is, "Great Students, Great Families, Great Staff." This maxim perfectly expresses our confidence in these three segments of our school community. Like the three legs of a stool, our school stands strong upon this partnership of students, families, and staff.

We begin with great students who demonstrate respect for one another and genuinely enjoy learning. Our students understand that school and education are important, and many of them seek to excel in the classroom. Following in the footsteps of their parents, many students already plan to one day attend college. Youth athletics are also strong in our community. With recent state championships in basketball and baseball, many students dream of playing these sports at Jackson High School and winning our district's next state championship. Visual and performing arts are also popular; many of our fifth grade students participate in our band program and hope to one day join our high school's 350-member marching band: The Purple Army.

Our students come from caring families who value education and recognize its importance for their children and our community. Sauder draws students from approximately four square miles within Jackson Township which is a middle to upper-middle class community. We are comprised predominantly of professional, well-educated residents—many of whom are business owners, doctors, and lawyers. Some of our middle-class parents work in manufacturing for such companies as Diebold Nixdorf and the Timken Company. Our parents are loving and supportive, and they have high expectations of our school. Many of them are Jackson alumni who choose to live in Jackson Township because of the school district's reputation for academic excellence. Our families prioritize their children's education and provide tutoring and enrichment to promote success. They partner with the school, are willing to communicate concerns, and are eager to attend and volunteer at school events.

With great pride and affection, another motto we embrace is "#OurSchool." This appears on pens, banners, and Parent Teacher Group (PTG) newsletters as we celebrate our collaboration, inclusion, and sense of belonging in a truly special place. We believe in one another and the common purpose that unites us. Because of our shared vision that leverages our strengths, we are a high-performing school honored by the Ohio Department of Education (ODE) with the "Overall A Award" and the U.S. News & World Report as a "Best Elementary School." We are also recognized by the Niche Report as the "Best Public Elementary School in Stark County."

Our staff genuinely cares for students and goes to incredible lengths to do what is best for children. They are proud of Sauder, and many offer a high endorsement by sending their own children to our school. During the COVID-19 pandemic of SY 2020-2021, not only did our teachers come to Sauder each day to meet the needs of our in-person learners, but they also simultaneously taught our e-Learning students who learned from home. Our school's learning model allowed for maximum flexibility for parents as students could choose daily between attending in-person or remotely. Our staff's dedication, resilience, and ingenuity were remarkable.

Our focus is to prioritize the whole-child. We intentionally design our daily grades K-5 schedule to maximize resources and learning. In addition to daily instruction in reading/writing, math, science and social studies, students also attend bi-weekly or weekly classes in physical education, music, art, and library. Students also visit our guidance counselor five times each year to learn about conflict resolution, body safety, and career awareness. In addition, we use the PAX Good Behavior Game to help students learn self-management skills while they collaborate to make Sauder a peaceful and productive environment.

Academic performance and growth are paramount to our work with students. A key process we use is Response to Intervention (RTI) in the areas of reading, math, and behavior. Its purpose is to meet students where they are and progress them forward. To give students what they need and help them grow, we utilize the Ohio Improvement Process (OIP) where staff collaborate with their colleagues to discuss the

implementation of instructional strategies, curriculum mapping, and pacing. Through collaborative staff teams, we monitor student data and plan instruction that is appropriate, responsive, and engaging.

In the last two years, we have also introduced a daily breakfast program as well as a CARE Team that addresses obstacles at-risk families face such as physical health, substance abuse, and nutrition. We are also proud to be recognized by ODE as a Purple Star School for showing a major commitment to students and families connected to our nation's military.

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:

The Ohio Learning Standards are the knowledge and skills students learn in our grades K-5 classrooms. These standards emphasize critical thinking and problem solving. By teaching our students to apply these skills to what they learn in school, we can make sure students are on track to graduate from high school and enjoy success in college, career, and life.

Teachers plan instruction using current student data, and they differentiate materials for all students including those with Individualized Education Programs (IEPs) and Written Education Plans (WEPs). Teachers establish classroom structures and routines to meet with individual students and small groups of students. Small group instruction may include students reading at the same level, students needing reteaching of concepts, and those needing enrichment and extensions.

Each grade level has two daily 30-minute periods called “POLAR” time. One of these is for reading, and the other is for math. “POLAR” time stands for Purposeful Organized Learning and Review and is a highly focused time of intervention and instruction. During this time, intervention specialists and therapists provide specialized instruction and services to students with IEPs. Tutors and teachers provide intervention, reinforcement, and practice.

In 2018, we implemented a 1:1 blended learning environment where all students have their own device and can access instructional materials at their level. We use Schoology as our learning management system. During COVID, teachers received training in how to deliver remote instruction. As a result, most teachers still deliver much of their instruction using the online platform. All teachers create a Week at a Glance (WAAG) that has replaced weekly lesson plans. Students access content online, and parents have a parent account that allows them to see their child’s lessons. Students are offered choices through “must do” and “may do” activities, novels, and projects. Students also utilize a variety of online educational subscriptions, apps, and extensions that personalize and support learning such as Brainpop, IXL, and Reading A-Z. One popular program is Read and Write which provides text-to-speech and visual and auditory text feedback.

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

We recognize English language arts (ELA) as a foundational subject that also unlocks learning and success in all areas. Teachers provide Tier 1 core instruction and practice during their daily ELA block. As teachers meet in Teacher Based Teams (TBTs), they review student progress and plan for Tier 2 and 3 intervention provided during POLAR time.

In grades K-3, we use Foundations to systematically teach phonics and phonemic awareness. Students receive multisensory instruction. Concepts build on the basic skills that were learned in previous levels and progress from letter recognition and sounds into the study of word structure, spelling rules, and morphology. Teachers combine Foundations with a wide variety of text experiences and expose students to poetry, narrative, and informational text.

In reading, NWEA MAP and Fountas and Pinnell Benchmark Assessment System (BAS) are administered yearly two to three times to monitor student progress and inform instruction. Diagnostic data from these assessments identify different stages of readers: Pre A; Emergent; Early; Transitional; and Fluent. Students require differentiated support as they progress through these stages. Pre-A students need support in letter and sound identification, clapping syllables, hearing rhymes, and concepts of print. Emergent readers need support in phonemic awareness, applying phonics skills, and learning conventions. Early readers need to learn how to monitor for meaning, reread at points of difficulty, develop a variety of strategies to solve words, and read and write sight words. Transitional readers need support in sophisticated vocabulary, word

study strategies, fluency, and retelling as well as strategies for comprehending more complex texts. Fluent readers need continued exposure to new genres and authors and have an opportunity to discuss what they read with peers. Students are flexibly grouped based on their stage as a reader, and skills for the particular stages are developed.

Reading materials are chosen at the child's reading level. Students complete interest inventories and questionnaires, and teachers design opportunities for students to read books related to student interest. Much of the work students do is in the form of choice menus where students choose activities or the order in which they complete the activities. Leveled reading materials come from many different sources such as: Reading A-Z; Newsela; classroom and grade level book sets; and library books.

In writing, we believe strongly in teaching young children to read like writers; students learn a lot about how to write by analyzing well-written texts. Reading like a writer is one habit that stays with students throughout their lives. Students are exposed to mentor texts and asked to notice the author's craft and try these techniques in their own writing. Students are actively involved in units of study (narrative, informative/explanatory, and opinion), lessons, and strategies from Katie Wood Ray, Lucy Calkins, and Jennifer Serravallo.

All grade levels use curriculum maps that teachers review and update yearly. Teacher professional development is provided, and topics have included the Daily 5, Jan Richardson's Guided Reading Framework, and Reader/Writers Workshop. Topics for professional development are determined based on student scores, textbook adoptions, or new state mandates. Before instructional materials are purchased, teachers review materials to determine their alignment to standards.

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

Two cornerstone pieces in our K-5 math program are Into Math and Math Addvantage. Into Math is the tool we use in instruction; it is our textbook series and includes online resources and handheld manipulatives. In this comprehensive curriculum, students acquire knowledge and skills in modules as they learn the "why" behind the "how". The second cornerstone piece is Math Addvantage; it is our pedagogy and fundamental approach to teaching math. Similar to an iceberg, Math Addvantage emphasizes conceptual understanding that must be in place below the surface to help students understand concepts and solve problems using algorithms. It is our goal to integrate our tool (Into Math) and our pedagogy (Math Addvantage) to deliver effective, developmentally appropriate math instruction.

At each grade K-5 grade level, we have lead teachers trained in Math Addvantage. This advanced training emphasizes constructivist learning theories, common holes in understanding, and effective ways to implement diagnostic assessments. These trained teachers facilitate professional dialogue with their teaching teams through monthly Teacher Based Team (TBT) meetings and consider ways to further develop students' current understandings to keep each student appropriately challenged. Through these conversations, they examine student progress, curriculum pacing, and math pedagogy. These K-5 lead teachers meet monthly to reflect on lessons that were recently taught and to preview upcoming lessons. In addition, two of our district's instructional coaches are certified to train others in Math Addvantage, and it is our plan to train all of our K-5 teachers in Math Addvantage.

Before each Into Math module, students may complete a quick diagnostic assessment. This formative assessment informs instruction and identifies common misconceptions and areas of mastery. A module may include supplemental activities. Students participate in these activities to deepen their mathematical understanding, become a more fluent problem solver, and have solid number sense. Supplemental activities could include playing differentiated math games, working with manipulatives, and applying concepts through projects. Differentiated homework may be assigned, so that students can continue to practice skills and be appropriately challenged.

Teachers determine student growth in math through assessments at the middle and end of each module. In addition, three times during the year, K-5 teachers administer NWEA MAP as a universal screening tool. Grades K-2 teachers also administer math screeners, developed by math lead teachers, to inform instruction

and measure student progress. In TBT meetings, teachers collaborate in using these results to plan instruction and form fluid and flexible Polar time groups. During POLAR time, intervention specialists and therapists provide specialized instruction and services to students with IEPs. In addition, tutors and teachers provide intervention, reinforcement, and practice. Students may also utilize online programs such as Freckle, Happy Numbers, or MathXL. Through these subscriptions, teachers can monitor student progress and assign specific activities, ranging from below to above grade level skills, based upon student need and performance.

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

Content is aligned with Ohio's Learning Standards and Model Curriculum. These resources serve as a basis for what students should know and be able to do to become scientifically literate citizens.

Grades K-3 classes are self-contained, and science instruction is integrated into the ELA block and taught through nonfiction text and online resources. Classes in grades 4-5 are departmentalized, and students more deeply explore concepts in life science, earth science, and physical science. Hands-on experiments and demonstrations take place in all grade levels. Assessments measure students' scientific inquiry and application skills such as recording data and testing predictions. Assessments also measure students' comprehension from nonfiction text and knowledge of content such as energy and weather. Grade 5 students take the Ohio State Test in science.

Sauder teachers value hands-on learning and real-world application. For example, kindergarten students observe the life cycle of a chicken through an incubator and brooder. Students also record observations and sequence life cycle stages. Another example of hands-on learning and real-world application is the first grade partnership with the high school's horticulture department in which students plant seeds and harvest their own plants. Our third grade students have harvested tomatoes in our school's garden and made their own salsa that was later served in our cafeteria. As a final example, our fifth grade students enjoy our inflatable planetarium where they learn about the night sky and the moon's phases.

Students also experience science instruction through field trips. As an example, students visit a botanical garden and preserve where they encounter local wildlife and learn about ecosystems. Students have also visited the Kent State University Stark Campus where they toured medical laboratories and learned about measurement, anatomy, and chemical reactions.

We invite community organizations into our classrooms to provide interactive and engaging science lessons. We partner with First Ohio Energy to provide Earth Day lessons on reducing, reusing, and recycling. In addition, a local wildlife speaker visits with animals and teaches students about adaptations and conservation.

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

Social studies content is aligned with Ohio's Learning Standards and Model Curriculum for Social Studies. These standards outline what students should know and be able to do in social studies to succeed in college, careers, and for their role as engaged citizens.

K-3 classes are self-contained, and social studies instruction is integrated into the ELA block and taught through nonfiction text and online resources. Classes in grades 4-5 are departmentalized, and students more deeply explore concepts in history, geography, government, and economics. Assessments measure students' application skills such as analyzing primary and secondary sources and interpreting and creating maps. Assessments also measure students' content knowledge such as branches of government and financial literacy.

One way students experience social studies is through field trips. Third grade students visit the Jackson Township One Room Schoolhouse. Students play games and learn from historians what it would be like to go to school in the 1800s. In other grade levels, students experience virtual field trips to places like the Statue of Liberty and the Golden Gate Bridge. Each student's experience contributes to a greater

understanding of the world.

Students participate in a variety of events that align with social studies content. Constitution Day and Citizenship Day are observed each year on September 17 to commemorate the signing of the Constitution and recognize those who have become citizens. Classes also celebrate Law Day which is sponsored by the Stark County Bar Association. Law Day celebrates the American heritage of liberty, justice, and equality under the law. In addition, community veterans visit each classroom on Veterans Day to share about their experiences in the military.

Our district is part of the Stark County Educational Service Center which provides support for social studies instruction. Meetings for social studies lead teachers focus on student engagement, updates to curriculum content, and instruction. Participating teachers are selected by our district leadership team to serve as leaders, and they share knowledge and information with colleagues.

1f. For secondary schools:

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

2. Other Curriculum Areas:

K-5 students attend physical education class two times weekly. Content is aligned with Ohio's Learning Standards and Model Curriculum. The goal of physical education is to develop physically literate students who have the knowledge, skills, and confidence to enjoy a lifetime of healthy physical activity. Students participate in skill units that begin with motor skills and movement and develop into recognizing the value of physical activity for enjoyment, challenge, self-expression, and social interaction. Our Parent Teacher Group (PTG) also sponsors a Race for Education and Yes Celebration that encourage physical activity.

K-5 students attend music class two times weekly. Content is aligned with Ohio's Learning Standards and Model Curriculum. Students demonstrate how musical elements communicate meaning and emotion by playing, singing, or moving to music. Lessons grow in complexity and rigor as skills build over time across the grade levels. Students in grades 2 and 4 also participate in performances held at the Jackson Center for Performing Arts. We also have a choir: the Sauder Singers. This program, led by our music teacher, is open to grade 3-5 students; they practice weekly before school and have two concerts each year.

At their February 2022 meeting, the Jackson Local School Board of Education voted to add an elementary visual art program beginning in 2022-2023. This will allow Sauder K-5 students to have weekly art classes. Prior to this, we have provided art instruction in other ways. One example is by participating in Connect the ARTS which is a visual art program that provides K-5 students with 4-5 art lessons each year. These lessons are provided during the day at Sauder by teaching artists from ArtsinStark. ArtsinStark is a 50-year-old non-profit organization that promotes art in education and our community. Our PTG also sponsors an Art Extravaganza each year where student artwork is displayed and families enjoy an evening of celebrating art and bidding on auction items.

K-5 students have access to a developmentally appropriate library and attend a weekly class to learn about library systems and utilizing resources; students also check out books and enjoy read-alouds. Our library teachers also organize materials for students and teachers and provide equitable access to reading materials. Our school library shares physical and digital resources with other libraries within our school district.

We have a full-time counselor who supports students each day. She teaches K-5 classroom lessons about body safety, social thinking, and bullying; she is also available to students for daily check-ins or for support in working out problems at home or school. Our counselor also supports character building through a monthly YMCA Character Champions program and our Positive Behavior Intervention Support program,

PAX Good Behavior Game. Our counselor also facilitates a weekly lunch-group with fifth grade girls: Ruling Our Experiences (ROX). The mission of ROX is to create confident girls who control their own relationships, experiences, decisions and futures

Teachers incorporate digital citizenship lessons, so students demonstrate productive and responsible online behavior. Topics include online safety, digital footprint, and relationships and communication. As the Internet becomes a greater part of our lives, we believe it is important for parents and students to understand how this tool can be used to further our goals while minimizing possible negative consequences.

3. Academic Supports

3a. Students performing below grade level:

At the beginning of each year, “on track” and “not on track” designations are given to grades K-3 students to indicate if they are performing at grade level standards. For grades 1-5, we use NWEA MAP as our reading diagnostic assessment; for kindergarten, and we use the Language and Literacy score of Ohio’s Kindergarten Readiness Assessment. As part of Ohio’s 3rd Grade Guarantee, Reading Improvement Monitoring Plans (RIMPS) are created for students reading below grade level. These plans articulate the support provided to students to improve their reading skills, so they become “on track” and prepared for reading success. We also use NWEA MAP as our math universal screening tool and administer it 3 times yearly to monitor growth of students.

As part of our Response to Intervention (RTI) process, Teacher Based Teams (TBTs) collaborate to discuss instructional strategies and review district, state, and national assessment data. TBTs plan weekly Tier 1 instruction using district curriculum maps and pacing guides. Our instructional coach supports this process by attending many of these meetings. When students are not successful with Tier 1 instruction, Tier 2 intervention is implemented along with progress monitoring to determine its effectiveness. Examples may include Leveled Literacy Instruction (LLI) and Reading Intervention for Students to Excel (RISE). Interventions are typically provided during our daily 30-minute period called POLAR time. Tier 3 intervention such as Reading or Math Recovery may be provided for students not responding to Tier 2 intervention.

Our school has a multidisciplinary data team that meets quarterly. At these meetings, the team reviews the progress of referred students not demonstrating appropriate growth. Recommendations from this meeting include: continuing the intervention; changing the intervention; or talking with parents about the possibility of testing for a disability. If a student would then qualify for an IEP, specialized instruction would be provided through an Individual Education Plan to meet the student’s needs.

3b. Students performing above grade level:

We strive to meet the needs of all students including those performing above grade level. NWEA MAP Reading and Math and Fountas and Pinnell Benchmark Assessment System (BAS) are administered yearly two to three times in grades K-5 to monitor student progress and inform instruction. Teachers ensure students have equal opportunities to receive gifted services. Academic testing in reading and math, as well as creativity checklists and ability tests, are administered in grades 2-5. Qualifying scores identify areas of giftedness, and retesting opportunities are offered in all areas. Gifted students who receive services have Written Education Plans (WEPs) that outline academic and affective goals and specify the timeline and methods for reporting progress.

Grades K-5 students are cluster grouped meaning high-achieving and gifted students are placed in regular classrooms with gifted and nongifted students. Small group instruction is utilized in ELA, and students read books that align with their instructional levels and interest areas. In grades K-3 phonics, students complete Foundations pretests prior to units. If students demonstrate mastery of concepts, they are excused from whole class instruction and complete alternate activities that expand unit concepts. These activities are open-ended and allow for students to work independently, with partners, or with small groups of peers. Alternate activities can be games and activities from the Florida Center of Reading Research and Engine-Unity.

Students also pretest in math. Enrichment opportunities, including project based learning, are offered to students demonstrating mastery.

Critical thinking skills are taught using the Primary Education Thinking Skills (PETS) in grades K-3. Students learn four types of thinking: convergent; divergent; visual/spatial; and, evaluative. Students explore these through characters who tell stories and present challenge problems. Students identify what type of thinker they are and where their strengths lie within each type of thinking. In grades 4-5, we offer accelerated math and ELA courses that offer additional enrichment. We also utilize early kindergarten entrance, subject acceleration, and whole-grade acceleration; we currently have eight students subject accelerated in math.

Our district has a full-time gifted coordinator who works with grades K-5 staff to provide enriched and accelerated curriculum. Teachers receive additional training to support the social, emotional, and academic needs of gifted students. Three teachers and the Sauder principal are gifted intervention specialists with added endorsements on their teaching licenses.

3c. Special education:

We provide special education services for children with disabilities in accordance with federal and state requirements. Our district's Special Programs Director provides leadership and support to our school in promoting programming that ensures student success.

We maintain high performance expectations for all groups of students. According to the Gap Closing component of the Ohio School Report Card, data indicates our students with disabilities met state ELA and math expectations; however, there was an achievement gap greater than 10 percentage points between their scores and the scores of all students. To close this gap, streamline communication, and maximize resources, we recently updated our delivery model. We have a case facilitator who writes student Individual Education Programs (IEPs) and facilitates IEP meetings. Intervention specialists and related service providers such as occupational therapists and speech and language pathologists attend meetings and provide specialized instruction. Accommodations, including specialized transportation, are provided to help students access the curriculum. There is strong collaboration between our special education and general education staff to ensure students' needs are met in the least restrictive environment. As intervention specialists support students, some of their time is spent as the Teacher of Instruction (TOI) in which they deliver instruction connected to minutes within the IEP; at other times, they serve as a Student Support Teacher (SST) and provide general support with current instruction. We monitor student data and quickly reconvene the IEP team if students do not make expected progress. In addition, our case facilitator now attends transitional meetings (for kindergarten and grade 5 students) to maintain consistency with these transitions.

At Sauder, we have our district's elementary cross categorical classrooms. One of these classrooms is for grades K-2 students with multiple disabilities, and the other is for grades 3-5. We integrate these students into general education classes where appropriate including music, physical education, library, and art. Students are also included in events such as assemblies, book fairs, and parties. One yearly highlight is our students' participation in the county Exceptional Olympics. On the morning of this event, our students line Sauder's hallways and cheer for our student athletes as they parade through the school in route to buses taking them to the Olympics.

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

English learners (EL) is one population for whom we offer specialized support. Our EL teacher communicates with families to better understand their backgrounds and needs. He also assesses students using the Ohio English Language Proficiency Assessment (OELPA). The OELPA is aligned to the K-12 English Language Proficiency Standards and is used to meet the federal requirement of an annual assessment of English proficiency measuring listening, reading, and writing. Students consistently show yearly growth across the OELPA's four domains. We also measure student learning with NWEA MAP assessments in Reading and Math. Our EL students' results demonstrate growth percentages in the high growth range often showing double and triple the growth of their native counterparts. This demonstrates our

language assistance intervention services are effective as we strive to close the gap between them and our native language students.

EL students are in the mainstream classrooms most of the day with native English speakers. Our EL teacher offers a variety of supports including providing direct instruction with students and consulting with teachers. Teachers complete two online courses, created by our EL teacher, to learn about working with English learners. The courses provide information about sheltered instruction and instructional best practices. The course includes case studies in which teachers and students share their stories of partnership and collaboration. District and state available accommodations and adaptations may also be provided if appropriate for EL students. To help develop their overall language abilities, we utilize high school volunteers from the Spanish Language Honor Society and partner our EL students with these mentors. Our Connect the Arts projects have also been translated into Spanish.

We take full advantage of language resources and strive to accommodate parents. Efforts are made to reach them in ways that allow them to participate in their children's school lives. Materials, including our website, are translated into native languages, and translators are provided as needed for meetings. This is always done with thought regarding how to include and encourage parents to become even more involved in their children's school experiences.

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

We maintain high performance expectations for all groups of students. According to the Gap Closing component of the Ohio School Report Card, our economically disadvantaged students met state ELA and math expectations; however, their results were approximately 20 percentage points lower than the scores of all students. Through TBTs, teachers review performance data for these students and plan instruction and intervention. NWEA MAP, Benchmark Assessment System (BAS), and other progress monitoring tools inform instruction and provide information, so we can monitor growth and close this gap.

In addition to targeted instructional strategies and closely monitoring how these students respond, we also focus on the whole-child. Economically disadvantaged students and families may experience non-academic challenges, such as housing, nutrition, poverty, physical health, and substance abuse. To address these barriers to academic success, our school has a CARE Team. Funded in-part through a county program, our CARE Team is a multi-disciplinary team including our principal, school counselor, case facilitator, and family support specialist. The team meets monthly and collaborates with community social service agencies to remove these obstacles. The CARE Team might help provide glasses or clothing for a student or holiday help for a family. The CARE Team provides prevention, intervention and asset-building tailored to the needs of the child. It is holistic, systemic, non-categorical, year-round, long-term, and evidence-based.

A portion of our economically disadvantaged students are classified as homeless. Our homeless liaison reviews with families their rights through the McKinney Vento Act, and she assists families with continuation of their children's education services. School transportation helps the student with consistent attendance and access to free breakfast and lunch. To ensure teachers are prepared to work with these students each year, we provide training regarding the impact and logistics of support. In addition, our secretary and school counselor receive yearly training in the processes of accepting and enrolling students experiencing homelessness. This helps them understand pathways to support these students and their basic needs.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Our school exists to meet the needs of our students—they are our reason for being. We want them to eagerly come to Sauder, to know that we care about them, and to feel they have ownership and voice in what happens at our school. A positive environment, filled with opportunity and support, cultivates academic success and hopefulness; more time can be devoted to teaching and learning instead of addressing problematic (disruptive, inattentive and disturbing) behavior.

One way we engage students is through the use of the PAX Good Behavior Game. This evidence-based practice promotes self-regulation, positive relationships, and peace and productivity. On the first day of school, all grades K-5 classes create their PAX Vision that outlines behavior they want to have “more of” and “less of” during the year. This is a collaborative process between teachers and students that encourages the authentic expression of feelings and aspirations and creates a caring community. Because students are involved in this process, they feel increased purpose and cooperation. Throughout the year, classes reflect upon and update their PAX Vision. Students also learn about how they can be PAX Leaders who promote teamwork and make positive, prosocial choices.

We strive to make each day inviting and infused with opportunities. The Polar Pups, Jackson Township dogs that have been trained as Canine Good Citizens, often visit and enjoy being read to by students. In addition, we have themed weeks during the year, such as “Kindness Week” and the Sandy Hook Promise “Start with Hello” week, that encourage inclusion and empathy. As part of these weeks, students and staff dress in themes such as wearing shirts with positive messages or dressing in clothes to represent a future career. During the year, we also engage fifth grade students in a yearbook design contest and by voting for the “Me & My Guy” dance theme.

We also engage students by offering a variety of after-school enrichment opportunities hosted at Sauder. These include classes/clubs such as Mad Science, Girls on the Run, and Good News Club. Cub Scouts and Girl Scouts often meet at Sauder, and youth sports frequently practice in our gymnasium. Our fifth grade students also participate in a countywide Math Competition Team.

Our guidance counselor has an important role with student engagement. In addition to supporting students daily as needed, our counselor annually teaches students five lessons about topics such as conflict resolution and career awareness. Our counselor also facilitates a weekly lunch-group with fifth grade girls: Ruling Our Experiences (ROX). The mission of ROX is to create confident girls who control their own relationships, experiences, decisions and futures. During the 2020-2021 COVID-19 pandemic, our counselor also routinely checked-in with students to make sure they were thriving socially, emotionally, and academically.

2. Engaging Families and Community:

We recognize the importance of building bridges between home and school. Parent involvement in a child's education is consistently found to be positively associated with a child's academic performance; students whose parents are involved in their schooling are more likely to have higher grades and test scores.

One way we engage families is through our Parent Teacher Organization (PTG). This non-profit organization provides volunteer opportunities for parents, plans activities, and hosts fundraising projects. Over 250 parents volunteer through PTG yearly in our cafeteria, library, book fairs, or through 22 committees. Our grades K-5 Halloween and Valentine's parties, which occur during the school day, are especially popular. There is so much interest that the PTG uses a lottery system to determine six volunteers per class. Because of such parent involvement each year, the PTG applies for and receives 20 Disney World tickets through Disney's Family Volunteering Reward Program. This is the highest eligible amount of tickets, and the PTG uses these as prizes throughout the year. To thank volunteers, we host an appreciation brunch each May where staff provide food, and students and staff line the halls and cheer for volunteers as they walk to the brunch. The PTG also plans about 12 yearly events that create fun memories and strengthen

the home and school connection. One popular event is the annual Kickball Carnival where families enjoy food trucks, inflatables, and a kickball game featuring Sauder staff. The PTG also sets a yearly fundraising goal that benefits our students. One recent project provided sound amplification systems for each classroom. Students share they are better able to hear instruction, and our teachers report better classroom management and less voice strain.

We also plan events that put teachers and parents “on the same page.” Some of these, such as New Student Orientation and Open House, set a positive tone before each school year. Others, such as fall and winter parent teacher conferences and math and literacy nights, occur during the year. Parents are better equipped to support their child when they understand curriculum priorities and student progress.

We embrace partnerships with community organizations. We participate in fundraising efforts with the American Heart Association and the St. Baldrick’s Foundation. Students participate in essay and art contests sponsored by the Jackson Township Fire Department, the Stark County Bar Association, and the United Way. Students have also created artwork for local nursing homes, coffee shops, and our shopping mall. One partnership that produced impressive results was a three-month tutoring program with Malone University. In this project, 14 Malone University students were paired with Sauder students and provided 90-minutes of weekly reading intervention. Tutors used the Sauder students’ NWEA MAP data to prepare them for the Ohio State Test (OST). When we later received OST scores, 12 of the 14 Sauder students met or exceeded their performance goals.

3. Creating Professional Culture:

Working in a school is incredibly rewarding and challenging. At Sauder, expectations are high; like any school, there are real needs. It is imperative that we support and value our staff and cultivate conditions for success.

One way we value staff is by involving them in decision making. Through informal conversations and formal structures such as our Building Leadership Team (BLT), staff share their perspective and feedback. Many of our best ideas, ranging from the daily schedule to dismissal procedures, come from staff. They feel respected and honored when they see their ideas put into action.

We also demonstrate we value teachers by investing in their professional development. We develop them through our new teacher orientation, mentorship through the Ohio Resident Educator Program, instructional coaches, and yearly trainings that align with district initiatives. Sometimes, all teachers attend inservice in areas such as gifted education. At other times, lead teachers attend and share the information with colleagues. Even the performance review process through the Ohio Teacher Evaluation System focuses on feedback designed to improve effectiveness in the classroom.

The COVID-19 pandemic has presented challenges, and we have responded with innovative solutions that support staff. Over the last seven years, a districtwide team called the Technology Advocates has provided direction with technology initiatives. As we shifted to e-learning in the spring of 2020, the Tech Advocates provided leadership by outlining Essential Agreements for remote teaching. These included clear guidance on teacher office hours, video conferencing tools, and grading guidelines. During this time, the elementary administrative team facilitated weekly virtual meetings, so teachers understood the Essential Agreements and did not work in isolation. Although teams encountered problems, frequent communication and collaboration enabled us to respond with creative solutions. One example was utilizing our bus drivers to distribute student meals that families picked up daily.

As we returned to school in 2020-2021, our learning model required teachers to simultaneously teach in-person and virtual learners. To prepare, the Tech Advocates created online courses to sharpen teachers’ technology skills, and professional development days provided time to learn tools and build content. Google Meet became an efficient option for training and conferences. Because our learning model challenged teachers, two Sauder substitute teachers were hired to provide coverage as teachers met virtually with students or needed time to upload content to their online courses. During the day, if teachers developed COVID symptoms or their own family or children got sick, the substitutes could also cover in the teacher’s

absence. This provided great flexibility and relief.

Our Parent Teacher Group (PTG) also offers encouragement and support. They provide meals on parent-teacher conference nights, during the annual Staff Appreciation Week, and even monthly for our custodians. The PTG also provides books for classroom libraries and \$200 annually to reimburse teachers for materials they purchased for their students.

4. School Leadership:

Schools are not just buildings; schools are people. Our mission, and leadership philosophy, is grounded in developing people and partnering with others. Leadership is influence, and because we all have influence, we all can lead. Leadership matters, and when we improve as leaders, our entire school is made better.

Our principal, of course, has a formal leadership position. His fundamental roles are to provide vision and align resources to promote student achievement. He is a collaborative, knowledgeable instructional leader who is actively involved with curriculum and student data.

Sauder has other staff members who, by virtue of their role, provide leadership. The dean of students works closely with the principal to partner with staff and promote student success. During the COVID-19 pandemic, she has begun overseeing the progress of students with medical impairments who need to learn from home using a purchased curriculum. Our guidance counselor advocates for all students, monitors their performance, and coordinates 504 plans that provide accommodations for students with impairments. Our case facilitator oversees Individual Education Programs (IEP's) including students' specialized instruction and goals. If there are concerns, the case facilitator may reconvene the team to consider IEP updates. Our instructional coach partners with teachers to share evidence-based teaching strategies and best practices. As part of our Learning Recovery and Extended Learning Plan, we added a Positive Behavior Intervention Support (PBIS) coach to support staff with student behavior.

Through the Ohio Improvement Process (OIP), Sauder uses collaborative teams to provide leadership. Our Building Leadership Team (BLT), with representatives from each grade level and department, discusses student trend data from NWEA MAP and the Ohio State Test. Team members also share input regarding the daily master schedule that is designed to intentionally maximize instruction and staffing. In addition to the BLT, grade level teams meet as Teacher Based Teams (TBTs) and review specific student performance data. Teams then adjust student interventions based upon need and progress.

Another leadership structure is our Data Team. This multidisciplinary team (principal, dean of students, counselor, case facilitator, speech therapist, instructional coach, reading specialist, school psychologist) meets three times yearly to review student progress. Teachers refer students for whom they have concerns, and the team reviews each student's latest scores. For each referral, the data team makes one of three recommendations: to continue the current intervention; to consider an intervention update; or to consider talking with the parents regarding testing for a disability. This process provides an additional layer of support to ensure students receive what they need to be successful.

5. Culturally Responsive Teaching and Learning:

We emphatically strive to make Sauder a welcoming environment that values others. We are asset-based and recognize diversity as a strength. We also pursue authentic relationships, high expectations for all, and rigor and relevance in the curriculum.

In grades K-5, the PAX Good Behavior Game creates a prosocial, caring culture. PAX emphasizes collaboration and healthy relationships; and, students understand their essential role in making their classrooms peaceful and productive. By writing positive notes of praise or thanks, called Tootles, students offer peer support and feel connected.

In addition, staff follow the "10 and 5" rule. This guideline, encouraged in the hospitality industry, requires that when a staff member is 10-feet from a guest, the staff smiles and makes eye contact; when they are

within five feet, the staff verbally greets the guest. Parents and substitute teachers frequently comment about the friendliness and welcoming culture of Sauder.

Teachers utilize teaching units that promote connections with students' backgrounds. Second grade explores a unit, "Building Bridges With Unlikely Friends," about people from diverse backgrounds working together for the common good. In another second grade unit, students compare folktales from around the world, and in another, students learn about heroes, such as Harriet Tubman, who helped shape us. In third grade, students learn about family customs and culminate with a Traditions Feast where every student brings a food item representing a family tradition. In our library, our book collection and lessons are inclusive with monthly themes such as Women in Science, Native Americans, and Black History. In art and music classes, students explore diversity in visual and performing arts; in one music unit, students learn folk dances from around the world.

Military families are one population we support. We have earned the Ohio Department of Education's Purple Star Award that recognizes schools showing a major commitment to students and families connected to the military. Examples of these supports include April activities that promote "Month of the Military Child" and children's books in our library discussing relevant topics such as being separated from a parent during deployment. Students with connections to the military receive t-shirts that they wear on Veterans Day and other special occasions. On Veterans Day, we line our school's property with hundreds of flags planted in the ground, and veterans are invited into all classrooms, so we can honor them and learn from them.

Current social events are addressed in an age-appropriate manner and through lenses of understanding and respect. One example is that, as the February 2022 situation in the Ukraine began, we immediately considered current families with connections to Russia or the Ukraine. We wanted staff to have an awareness of these families and to consider trauma informed practices. Our English

PART VI - STRATEGY FOR ACADEMIC SUCCESS

One practice most instrumental to our success is the Ohio Improvement Process (OIP). This framework has helped us align strategies, form collaborative professional teams, and establish feedback and data protocols that inform decision-making.

Alignment is crucial for success. As a school, we are a unique ecosystem, yet we are also part of a larger school district. Based upon needs assessments and stakeholder input, it is crucial to understand our district's priorities. Within our district, these are clearly communicated as: Safety; Academic Achievement; Communication and Collaboration; Governance; and Resource Management. At Sauder, we understand these "Main Things" and know where to invest resources. We can accomplish great things when the entire organization, from the District Leadership Team (DLT), to the Building Leadership Team (BLT), to Teacher Based Teams (TBT) work synchronously. Vision and clarity enable us to work with focus and purpose which ultimately lead to student success.

Collaborative professional teams are a central part of this process. Our BLT is comprised of representatives from each grade level and department and meets monthly to discuss ideas and share progress. This shared leadership model gives more people a voice and allows for the inclusion of multiple perspectives in guiding our school's journey. When people feel empowered and valued, their engagement and ownership increase. Professional teams called TBTs also exist at each grade level as teachers consider curriculum mapping, instructional best practices, and student performance data. In our experience, it has been valuable to include in these meetings our instructional coaches, intervention specialists, case facilitator, and guidance counselor. We all see through various lenses, and multi-disciplinary teams are especially effective.

The reliance upon data and feedback is a powerful part of this process. One example of this came toward the end of the 2020-2021 school year. Because some families had consistently chosen to learn online, and given the continued concerns of COVID-19, our DLT considered creating a Digital Learning Academy beginning in 2021-2022. The team surveyed our families, and their input overwhelmingly showed a lack of interest. Relying on this data saved our team a considerable amount of resources and frustration. Reliance on data also takes place at Sauder BLT meetings as we discuss test scores and determine how to close gaps. We often ask, "What does this data show, and what can we do about it?" Carefully reviewing data also occurs at individual TBT meetings where teachers review individual student assessments. In these meetings, teachers are empowered to make decisions about student interventions and flexible grouping. Following a TBT meeting, it is exciting to see the updated, responsive plan that emerges from the team's professional conversations.

The team structures at the core of the OIP enable us to form peer-to-peer networks, give people a voice, and allow for the inclusion of multiple perspectives in guiding our journey toward organizational learning and continuous improvement.