

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

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[X] Public or [ ] Non-public

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

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

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

School Mailing Address 325 Sunset Boulevard  
(If address is P.O. Box, also include street address.)

City Wadsworth State OH Zip Code+4 (9 digits total) 44281-1166

County Medina

Telephone (330) 335-1440 Fax (330) 335-1330

Web site/URL https://www.wadsworth.k12.oh.us E-mail ahill@wadsworthschools.org

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\* Dr. Andrew Hill E-mail ahill@wadsworthschools.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Wadsworth City School District Tel. (330) 336-3571

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

Date \_\_\_\_\_  
\_\_\_\_\_  
(Superintendent's Signature)

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

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

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

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

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

## **PART I – ELIGIBILITY CERTIFICATION**

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

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

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

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

## PART II - DEMOGRAPHIC DATA

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

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

1. Number of schools in the district (per district designation):
- 6 Elementary schools (includes K-8)
  - 1 Middle/Junior high schools
  - 1 High schools
  - 0 K-12 schools
- 8 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	22	11	33
K	28	39	67
1	39	37	76
2	41	29	70
3	27	34	61
4	41	30	71
5	0	0	0
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
<b>Total Students</b>	198	180	378

\*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):
- 0.3 % American Indian or Alaska Native
  - 0.5 % Asian
  - 1 % Black or African American
  - 7 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 88 % White
  - 3.2 % Two or more races
  - 100 % Total**

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

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

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

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

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2020 until the end of the 2020-2021 school year	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	8
(3) Total of all transferred students [sum of rows (1) and (2)]	31
(4) Total number of students in the school as of October 1, 2020	354
(5) Total transferred students in row (3) divided by total students in row (4)	0.09
(6) Amount in row (5) multiplied by 100	9

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

Spanish, Burmese, Chinese, Portuguese, Japanese

English Language Learners (ELL) in the school: 3 %

10 Total number ELL

7. Students eligible for free/reduced-priced meals: 19 %

Total number students who qualify: 73

8. Students receiving special education services with an IEP or 504: 25 %  
94 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>0</u> Multiple Disabilities                 |
| <u>1</u> Deafness                | <u>1</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>9</u> Other Health Impaired                 |
| <u>8</u> Developmental Delay     | <u>16</u> Specific Learning Disability         |
| <u>0</u> Emotional Disturbance   | <u>26</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>0</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 0
10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	1
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	15
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	8
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	13
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 24:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	96%	94%	94%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

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

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

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

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

Yes  No

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

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

The mission of Isham Memorial Elementary, in cooperation with families, school personnel, and community, is to provide an education in a safe environment that will enable all students to reach their highest potential.

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

<http://go.boarddocs.com/oh/wadsoh/Board.nsf/goto?open&id=C2XR77667E97>

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

## **PART III – SCHOOL OVERVIEW**

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Isham Elementary is a preschool through fourth grade elementary school with a long history in Wadsworth, Ohio. It will celebrate its 100th Anniversary next year. Isham originally began as a Mennonite college. In 1923 it was converted to a centralized public school that all of rural Wadsworth attended. The last principal of Wadsworth Township Centralized School was Vernon V. Isham, who served from 1919 until his death in 1957. Isham School is named in his honor. The new Isham Elementary building was built in 2012.

Wadsworth is a suburban community of 23,000 residents that strongly support their schools. Wadsworth is a family-based community with multiple generations that continue to live, work, and raise their families here. Over 70% of the staff live within the community, which further strengthens community support of the schools. Teachers, staff, and students share the love of being a Wadsworth Grizzly!

Isham is a neighborhood school that serves 380 students. Isham is home to 25 teachers and 20 support staff, all working together in the best interest of our students' success. Together, the staff and students make up Team Isham.

Isham students come from a diverse socio-economic background ranging from those who are homeless to children living in half-million dollar homes. Upwards of 22% receive government subsidy. Students represent a cross-section of Wadsworth, showing diversity in many aspects, from traditions, religions, background, and educational needs. Isham teachers successfully meet a wide range of academic, social, and emotional needs.

Teamwork is the key to making Isham strong. Families with extra time and resources help to support other families who need to work long hours or have limited resources. They do so by volunteering in the classroom, donating needed supplies, and organizing activities that all can enjoy. In order to help students who are struggling academically, Isham utilizes older community members as mentors through the Oasis Intergenerational Tutoring program. These adults provide children with a safe, loving environment and fun activities to practice skills on a weekly basis. Families, volunteers, teachers, and staff all work together to share their time, ideas, support, and strategies to help all students achieve.

Teachers continue to support students and families in the summer months. Through Feeding Medina County our teachers help by making weekly deliveries of food bags to our students' homes. Many members of the staff volunteer to teach summer programs such as STEM (Science, Technology, Engineering, Math) Camp, Coding Camp, and Summer Reading Camp. Isham teacher leaders have also designed a summer reading program called Literacy on the Lawn to encourage summer reading. Teachers and families meet on the front lawn of the school to read together. Books are provided for students to take home, and popsicles are shared at these monthly reading events. During COVID, teachers visited homes to ensure consistency in learning. Isham teachers are caring leaders who work with families to create learning environments that extend beyond the classroom.

Isham Elementary is a cohesive, loving family that treats one another with kindness and respect while holding one another to a high standard of performance. We are a welcoming, supportive team that works together in the best interest of every child. Most teachers have a Master's degree, which heightens academics. Many of the teachers serve on building or district committees, serve on district text selection committees and share their expertise during staff meetings and professional development days. New teachers are mentored and supported by the entire staff. The common goal is to support one another and to work towards the success of all teachers and students at Isham.

Beginning with Open House, school employees work to make everyone at Isham feel comfortable and accepted. Secretarial assistance is provided to families who don't have access to technology or are otherwise unable to complete the required registration forms.

School t-shirts are distributed to each student and employee in order to unite all with yearly themes such as Be Kind, I-sh-AM Kind, and Isham Strong! These are worn on Fridays and on special occasions so that



everyone feels connected.

Another foundational element at Isham is the opportunity for students to attend the Bear Cub Academy that originated at Isham 20 years ago. This before-and-after school program offers a smooth transition and familiarity for students. Bear Cub supports the family unit by providing homework completion, tutoring, and enrichment at a very low cost to families.

Structure is the key to a well run building. School rules are modeled the first week of school with a song and dance from the principal that introduces the Isham 5 (five). The principal visits classrooms and all areas of the school throughout the day so teachers, staff and students are relaxed and feel comfortable when an administrator is present. Since staff members are comfortable with the principal, suggestions and guidance are taken and applied with ease at our monthly Building Leadership Team meetings. With all staff, administrators, and students working together, WE, not ME, is the mentality at Isham.

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

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

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

Isham Elementary School uses both the State of Ohio Learning Standards and the board adopted curriculums as the anchor of its instructional practices in all content areas. The Ohio Learning Standards (OLS) outline the skills and knowledge that will help students become successful beyond their years in our school district. These standards emphasize critical thinking and problem solving skills. Students follow a progression of the standards beginning in kindergarten. The vertical alignment of the OLS allows educators to scaffold instruction appropriately to meet the needs of all students in a classroom. The board adopted curricula aligned to this model as well, allowing for foundational skills to be built upon year after year. The district has selected Acadience Learning as the benchmark assessment for math and reading. It is used to monitor student growth one time each trimester. The data collected from these benchmarks are used to determine student needs. Students requiring more support in reading or math are referred to the Response to Intervention team (RtI) which is composed of the school psychologist, the special education teacher, and a classroom teacher. The student's classroom teacher and the RtI team collaborate to identify interventions to help support student growth. Title 1 tutors provide targeted research based interventions in order to close the identified gaps. The district also uses the IOWA Test of Basic Skills and the CogAT Cognitive Abilities Test to identify students who would benefit from gifted services. Students are first identified in second grade and can test into the gifted program any year after. Gifted students receive problem-based learning instruction one day per week for the entire school day.

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

The Wadsworth City School district adopted the Units of Study frameworks for reading, writing, and phonics in order to support a balanced literacy approach at the elementary level. In order to foster foundational reading skills, Heggerty Phonemic Awareness curriculum was also adopted for the Pre-K and kindergarten classrooms. The language arts learning time consists of explicit phonics instruction as well as student centered lessons that allow time for newly learned skills to be put into practice in both reading and writing. Instruction is presented in whole group, small group and one-on-one conferring settings. In addition, student collaboration with peers during lessons provides accountability for personal learning as well as gives students a chance to practice and use their speaking and language skills. During the language arts block, students are immersed in literature rich classrooms that allow for student choice of reading materials. This opportunity for choice allows a sense of ownership in reading materials for the students. The district has also selected and purchased diverse and inclusive texts to supplement classroom libraries, which allows all students to feel included as they choose texts to read. It also exposes students to new worlds, encouraging them to think about how others, who may be different from them, live or feel.

Literacy skills are assessed three times a year using a universal, district-adopted Acadience Learning Assessment. Data gathered from this assessment helps teachers develop lessons and form strategic small groups in order to provide scaffolded instruction and learning opportunities. Prior to kindergarten, students are screened using a district-created assessment in order to identify kindergarten readiness from a literacy perspective. Once in school, kindergartners are assessed using the state adopted Kindergarten Readiness Assessment (KRA). Students falling below benchmarks are flagged as students who need intervention and are identified as being off track in meeting the Ohio Third Grade Reading Guarantee. Any kindergarten through third grade student who scores below benchmark on a reading diagnostic assessment is placed on a Reading Improvement Plan (RIMP). These students receive supplemental instructional services provided by the classroom teacher or Title 1 tutor to help them reach grade level competency in reading. Such instructional services include Heggerty Phonemic Awareness (kindergarten through first grade), Heggerty Bridge the Gap (second through fourth grade), Orton Gillingham and IXL.

The district also provides teachers and students with multiple technology resources for use in the language

arts classroom. Raz-Kids may be used to offer leveled reading opportunities, assessments, vocabulary exposure, and practice with decoding. Epic! is available as an additional resource for leveled books, decodables, books that can be listened to, and books that can be collected and assigned by topic. Teachers can also use Epic! for reading assessments and data collection. Pre-kindergarten, kindergarten, and first grade students are provided with I-pads that have both apps available. Second, third, and fourth grade students are provided with Chromebooks.

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

GO Math! is the district adopted math curriculum for the elementary grades. This program follows the scaffolding approach modeled by the Ohio State Learning Standards. This allows teachers to differentiate instruction while building and fostering foundational math skills that translate to real life. A hands-on approach to number sense, beginning in kindergarten, creates a foundation for problem solving that students need throughout their math journey into fourth grade and beyond. Fact fluency is supported district-wide through grade level percentage goals that are reported to parents each trimester. Students are encouraged to set their own goals in order to challenge themselves as they move through the progression of fact fluency. Students who are proficient in their own grade level fact fluency move on to more challenging equations. The emphasis on fact fluency allows students to move beyond calculation and into the concepts and applications needed for higher level math. For daily instruction, students are provided with interactive, online lessons as well as modeled teaching videos. In combination with whole group learning, students are able to see a problem being solved, attempt to solve a problem with support, and then are released to problem solve on their own. The curriculum provides benchmark and end-of-chapter assessments that are used to monitor student growth frequently. Teachers use these assessments to drive instruction as well as to create small group intervention or acceleration.

District-wide benchmark assessments are also given three times a year using the Acadience Learning Math Assessment. Students who are not showing adequate growth are referred to the RTI team for additional targeted intervention provided by the classroom teacher. Students in fourth grade receive interventions from the Title 1 tutors. Fourth grade students who excel in math are offered the opportunity to participate in a county wide math tournament.

Students also receive extra math practice using technology-based programs like XtraMath, Prodigy, and the online portion of the curriculum that can be assigned based on student ability.

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

Isham Elementary uses the district-adopted science curriculum. National Geographic Science provides lessons highlighting life, earth, and physical sciences that are aligned to the Ohio Learning Standards. The scope and sequence of the curriculum scaffolds learning across the grade levels. Students collect information, data, and science vocabulary to learn concepts that are introduced through guided inquiry. Students are instructed to keep a science notebook to move through the scientific process as they learn about new topics and information, just as real-world scientists do. Videos are also used to enforce concepts that are presented in lessons. Engaging, non-fiction leveled texts are incorporated into each unit to reinforce the concepts that are being taught to all readers.

In order to increase STEM (science, technology, engineering, and math) opportunities for students, teachers received professional development and materials to implement activities in their classrooms. These activities are aligned with the science units and lessons for each grade level across the district. This hands-on addition to the curriculum allows students to explore the scientific method through peer collaboration. A weather station was installed on the playground for students to be able to monitor and keep track of the local weather. In addition, fourth graders take part in a hands-on chicken life cycle unit each spring. Each fourth grade classroom observes the process of hatching eggs and raising young chicks until they are old enough to return to the local family owned farm.

Students are assessed using curriculum provided assessments, teacher-created assessments, and

observational data that is collected during hands-on activities. Students at all learning levels exhibit success in the area of science.

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

Studies Weekly is the adopted social studies curriculum for grades kindergarten through fourth. It addresses standards related to civics and government, geography, economics, and history. Students learn through engaging newspapers that present information at the learner's level. There are accompanying videos to support the content that is being taught. Students are assessed using curriculum based assessments, teacher created assessments and observation data.

In addition to the purchased curriculum, our kindergarten and third grade students take walking trips to the Wadsworth downtown area to learn about the various city government departments. The third graders also focus heavily on the history of Wadsworth, using a locally published text that highlights the historic places around town comparing time, then, and now. They also visit the Historical Society of Wadsworth for a hands-on experience of what life was like long ago in our city.

To encourage civic engagement, all students participate in our annual Veteran's Day ceremony. Veterans from the community come to the school to take part in the student-led observance featuring songs sung by each grade level and essays written and read by fourth grade students. During the month of October, Isham students participate in Socktober. Students collect socks and undergarments for disadvantaged families in the community. Isham Elementary also offers a free little library that allows local residents to share or borrow books.

**1f. For secondary schools:**

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

Our preschool program follows Ohio's Early Learning Content Standards and utilizes the Assessment, Evaluation, and Programming System curriculum to address all areas of development in preschool. Teachers plan lessons and activities to support pre-academic concepts, social-emotional development, and motor skill development across the school year. We utilize the Handwriting Without Tears curriculum to support fine motor skill development with all students.

Our preschool program serves both students with identified needs as well as peer models from the community. We were recently designated with a five star rating through the Ohio Department of Education's Step Up to Quality program. Earning the highest possible rating demonstrates our commitment to our program's ability to fully prepare our students to be successful learners at the elementary level and beyond.

The Early Learning and Development content standards are aligned with our kindergarten through grade twelve standards. This comprehensive framework includes primary grade connections, teaching strategies, and transition practices.

Our students receive instruction on early literacy skills through the Heggerty program, which is also utilized in kindergarten. This early exposure allows our students to have advanced practice with these concepts, helping them to build upon these foundational skills as they transition into kindergarten and upper grades. We follow the Zones of Regulation curriculum, instilling early emotional literacy and self-regulation skills to foster early social and emotional development. We recognize that these skill sets are pivotal to our students, especially once they enter the upper grades and manage an increase in academic demands and longer school days.

**2. Other Curriculum Areas:**

Isham's students are being prepared for future ambitions through practical experiences in the areas of visual and performing arts, physical education, technology, library resources, and other curriculum areas that help students develop and learn essential skills and knowledge.

All of our students, kindergarten through fourth grade, have the opportunity for their visual arts projects to be shared with the community. The Fine Arts Show features selected students' art, which is displayed and accessible to the public free of charge. Our families are also treated to an annual talent show, performed by our third and fourth grade students, while kindergarteners through second graders perform in the annual Showcase of Smiles. Isham has a proud tradition of an annual Veteran's Day Program. Members of our student council greet veterans and community members, providing them with fliers for the program and helping them be seated for the event. All grade levels contribute essays, poems, songs, artwork, and decorations to celebrate our veterans. Our Winter Celebration Sing-A-Long also includes each grade level, so that all students feel included and represented. These events foster our students' leadership and communication skills.

In physical education, our students participate in activities that build teamwork and community spirit, such as grade level tournaments in volleyball. In addition, students participate in a Jump-A-Thon during halftime at the Varsity boys and girls basketball games to raise money for the American Heart Association. Our annual Walk-A-Thon raises money for our Parent Teacher Organization (PTO) and brings awareness to health and nutrition as our students complete the course.

Technology in our classrooms has increased collaboration, differentiation, and productivity. As a district that deploys a 1:1 device ratio, each kindergarten and first grade student has an iPad, and each student from second through fourth grade has an assigned Chromebook. All students participate in the Hour of Code and STEAM (Science, technology, engineering, arts, and math) activities throughout the year. Fourth grade students participate in FirstBook's STEM Careers All Year, learning about scientists and engineers who share how their current careers were influenced by their own STEM journeys.

Isham's other curriculum programs that foster creativity, critical thinking, and problem-solving include a Chess/Checkers Club, LEGO Club, and STEM Club. Literacy programs that are partnered with our local library, such as Caldecott Club and BookMarkers, offer students opportunities to read in afterschool book clubs. Leadership opportunities, such as Student Council, Safety Patrol, and the grade level Leadership League, which provides student assistance for morning announcements, substitute greeters, playground equipment maintenance, flag patrol, and preschool helpers, are plentiful for our fourth grade students. We also invite fourth graders to join Junior Achievement, a program aimed at preparing students for future academic and lifelong success.

### **3. Academic Supports**

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

Our teachers are dedicated to providing quality, research-based instructional practices that promote student success. While providing that instruction, there are times when students are demonstrating below grade level performance. Teachers then provide the necessary differentiated instructional practices needed to promote student success. Small group instruction is utilized for remediation, repetition, and reteaching of skills. Accommodations and modifications can also be implemented for students to develop their skills and make growth toward grade level expectations. Additionally, in order to monitor student achievement in the areas of reading and math, Acadience assessments are administered at the beginning, middle, and end of the school year. These norm-referenced assessments identify if students are above, at, below, or well below grade level expectations. Students scoring in the below or well below range are offered additional support through the Response to Intervention process. The RtI team meets with teachers to determine the support and interventions that each student will receive. The Response to Intervention program is designed to meet the targeted needs of eligible students through tiered Title 1 interventions which are implemented through in-class or pull-out supports utilizing a small group setting. Progress is monitored regularly to ensure that students are making growth toward their goals. Additionally, any kindergarten and first grade learner who needs extra practice may receive a peer buddy. Peer buddies are students in third and fourth grade who work

daily or weekly with their younger peers on reading practice or math fact practice. Summer school opportunities are offered to students who are identified on the Acadience assessments as being well below grade level.

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

For students who are performing above grade level, teachers provide several opportunities within the classroom for enrichment according to student ability and need. Teachers work with the students individually or in small groups to extend their learning, often teaching concepts that are at a higher grade level. Peer models are used to lead groups and assist other students during classwork or projects. Another enrichment opportunity is the Young Author program. In this program, students are able to creatively write and illustrate their own books while utilizing the guidelines given. Our school also has gifted programming. Gifted students are identified by results received on the IOWA and CogAT tests, administered in both second and fourth grades. Additionally, the Torrance Test of Creative Thinking is used to determine gifted services. These assessments identify several areas of giftedness, including cognitive thinking, creativity, and content area specific abilities. Our gifted intervention specialist works hand-in-hand with the classroom teachers. They add complexity, ask higher level questions, tier assignments, and accelerate content. They also work on a continuum of concrete to abstract variables and challenge creativity and reasoning abilities in their differentiated classrooms. Gifted services are provided on a weekly basis. Second, third, and fourth grade students receive full day pull-out services if they are identified as gifted in cognitive and/or creative thinking. Students who are identified in math and/or reading, are invited to a lunch time enrichment program with our gifted intervention specialist. This lunchtime opportunity for third and fourth grade students, split up by subject area and rotating between math and reading on a weekly basis, engages students in short enrichment activities. Students younger than second grade receive reading and math enrichment opportunities that are provided by parent volunteers.

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

Our school's goal is to support the specific needs of our learners in a way that maximizes their school experience academically, socially, and emotionally. Our caring and dedicated staff works together to address and support the needs of all students. Classroom instruction is differentiated by our teachers to ensure all of our students access the curriculum. When students qualify for special education services based on a multi-factored evaluation and Response to Intervention data, an Individualized Education Program (IEP) is created to address the student's specific areas of need. This plan is created by a team consisting of the student's parents, general education teachers, an intervention specialist, and any necessary related service providers. Special education services are provided via push-in and/or pull-out services depending on student need. Push-in services include but are not limited to co-teaching, small group assistance, aide and/or attendant services, and academic support. Pull-out services focus on small group instruction that is specially designed to meet the needs and goals addressed by the IEP. Additionally, for students who are significantly below grade level, intervention specialists provide a modified curriculum. Sometimes, the nature and severity of a student's disability require that both materials as well as performance expectations are modified to ensure the student's success across all educational settings. Students, who demonstrate regression over breaks or who are at risk of losing newly learned skills, are offered Extended School Year services, provided by an intervention specialist. These services focus on the specific IEP goal in which the student has shown regression.

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

Over the past several years, the number of English Language Learners (ELL) has increased in our school. Previously, a certified TESOL (teacher of English to Speakers of Other Languages) instructor was contracted through our local educational service center on a part time basis to work with these students. Due to a significant increase in our ELL population, our district has made Isham the hub for elementary ELL students. A full-time English Language (EL) teacher was hired to serve this ever-growing population of students. The EL teacher has a background in special education and was an EL student herself. These qualifications allow her to tailor plans to each students' specific needs, including creating individualized plans for students with special requirements (e.g., learning disabilities). Educational staff and families

collaborate regularly to provide a positive learning environment for all students. The EL teacher is responsible for preparing materials at the grade level and English Language level for each student, as well as assigning homework and possibly assessments. State and district assessments are monitored, student attendance and grades are tracked, and parents are informed of student progress. A supportive and positive environment amongst the EL students is created and maintained in order for the students to have a network of support. Resources are provided for students and families when assistance is needed, including assistance with any crisis that they may encounter. Our school is committed to following regional and national policies for teaching English as a second language. Furthermore, there is on-going research by our district and school staff to find and utilize new teaching methods in order to maximize the success of our English Language Learners.

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

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

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

Isham Elementary provides multiple opportunities and resources to engage and motivate students to reach their full potential. The learning environment at Isham radiates positivity and implements several supports for students to be successful in their academic, social, and emotional growth.

Isham Elementary employs a full-time school counselor who delivers a comprehensive, data-driven school counseling program that is aligned to the high standards of the American School Counselor Association (ASCA). The school counselor regularly collects data from her program to measure its impact, identify gaps, and plan additional supports. Preventive counseling services include bi-monthly classroom lessons targeting the mindsets, skills, and behaviors that are necessary for social, emotional, and academic success. The school counselor also provides responsive small group support for students who demonstrate a need for targeted social or emotional interventions. Any students in need of crisis or short-term counseling benefit from the school counselor’s daily presence in the building.

Our Site-Wide Positive Behavior and Intervention Support (SWPBIS) program creates and reinforces a positive climate for the whole school. Students follow the “Isham 5” rules, which are defined and reinforced through school signage, teacher reminders, and a song. Any staff member may recognize an individual student for meeting behavior expectations by awarding that child with a ‘Grizzly Paw’ ticket, allowing the child to participate in a weekly school-wide raffle drawing for potential prizes. Individual students who model exemplary behavior may be nominated by teachers as a ‘Student of the Month,’ while up to two students per classroom may be nominated for modeling the targeted character trait of the month (e.g., ‘sportsmanship’). In both cases, students are recognized at monthly school-wide assemblies. Additionally, students may work together as a class to earn group-contingent rewards for meeting behavior expectations. These rewards include privileges like extended recess, dance parties, or other special experiences.

During the pandemic, the school counselor delivered social and emotional support through Google Classrooms lessons, virtual small groups, and lunch bunch opportunities. In addition, each homeroom teacher had their own Google Classrooms to provide academic and social support in small groups. The teachers hosted “lunch bunch” at least once a week where the class could virtually eat together.

As the pandemic eased in 2020, families were offered the choice between learning in our building or learning through a virtual platform, Wadsworth Wired. Current Wadsworth teachers were recruited to teach virtually and received additional professional development to fully equip them with the new demands of their online teaching environment. Instruction between online and in-person learning followed the same curriculum map, ensuring that any student transitioning between the two models would have seamless instruction. By the fall of 2021, there was no longer a demand for a virtual option and students and teachers returned to in-person classes.

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

In Wadsworth, we strive to create an environment in which the school and community work together for the success of our students. This relationship not only builds an educational foundation, but also supports families who are economically disadvantaged. From local personnel and businesses to area colleges and universities, our children are the focus and receive multiple levels of support.

Collaboration with our community stakeholders begins before many of our students are even enrolled at Isham. Our local preschools partner with our district to identify and support students who may need speech, behavioral, occupational, and/or physical therapy services. Foundational literacy programs at the local library ensure that incoming kindergarten students have been sufficiently exposed to the joy of reading, and this educational programming continues throughout their elementary years. Local librarians regularly visit our school to provide books and read alouds to classrooms. Students are also invited to the library to learn first-hand how the library functions.



Local first responders help our students learn basic personal safety skills by participating in Safety Town, a summertime program for our pre-kindergarten students. Members of our fire, police, and emergency medical squads meet our youngest learners to familiarize them with their uniforms, their roles in the community, and most importantly, to deliver prevention lessons that ensure their safety.

Isham benefits greatly from local organizations and businesses that regularly contribute to our students' success. The American Legion provides our students with books to help them learn about Wadsworth's local history and government. The Salvation Army offers an after school tutoring program to help students with homework and test preparation. In addition to academic support, the Salvation Army also offers financial assistance, temporary shelter, and food or supplies to our families as needed. Feeding Medina County, a county wide program, organizes and packages weekly bags of non-perishable goods to help qualified families. Volunteers deliver these bags of food to the school, which are taken home by students at the end of the school week to supply food support over the weekend.

Local universities and colleges provide teachers and staff with resources and professional development opportunities to help expand knowledge and educate on new trends. Future teachers are also presented with opportunities to come into Isham to work with students and to learn from veteran teachers. These partnerships help strengthen our student success.

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

Isham Elementary school and the Wadsworth City School district strive to create a supportive environment for all teachers and staff. At the emergence of the pandemic in 2020, every teacher received a Chromebook and virtual opportunities to learn new skills and develop best practices for an online teaching platform. The technology team was readily available to answer questions and troubleshoot any issues that arose during the transition to online learning. Teachers and staff were also given a week of preparation time before the district transitioned to virtual learning.

The Local Professional Development Committee (LPDC) supports staff by inviting them to participate in a yearly survey to help guide the planning of Professional Development Days. The staff professional development days are embedded in the district calendar and take place during normal school hours. In addition to outside presenters, teachers from the district are often asked to present professional development sessions that would be beneficial and useful to peers.

There is a district wellness committee which supports staff by providing wellness challenges. These challenges range from promoting and teaching healthy eating and exercising to stress relieving exercises. Mental health supports for teachers, which have become vital during and since the pandemic, include access to telehealth counselors, a partnership with an outside behavioral health agency, and ongoing support from our school counselor.

The true team spirit of Isham fuels our high level of staff camaraderie. Whether through our staff-organized weekly breakfast carry-ins, our monthly potluck lunches, or our occasional after-hours gatherings, our leaders, teachers, and staff create many opportunities to eat and enjoy our time together. Our staff-funded Sunshine Committee provides cards, gifts, and support to any staff member who is celebrating a milestone or experiencing a hardship. We strive to create a family atmosphere in our building and we believe that it shows.

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

Isham Elementary embraces a shared leadership approach. From our principal to our teachers and stakeholders, student achievement is our main priority and this is achieved through our leadership philosophy. Our school culture is built around the philosophy that everyone must work together in order to create a safe, positive, and engaging learning environment. Each day, we work as a team to overcome obstacles. This leadership approach has brought us much success.

Our school principal consistently models leadership through a team approach, incorporating strong and clear communication, collaboration, providing opportunities to foster growth, celebrating diversity and difference of opinions, and building trust within the staff to work together as leaders in our school. Our principal has specifically created a committee to solve problems within our school called the Building Leadership Team (BLT00). Our BLT orchestrates the work of school professionals, administrators, families, and students to provide school and community improvements. Our principal plans and facilitates monthly staff meetings where all staff are encouraged to participate in open discussions pertaining to school events and potential problems. Staff members share strategies to solve these problems. Our principal attends weekly administration meetings and monthly Board of Education meetings to stay informed and always communicates new information to school personnel.

Our school leaders, including our administration and Board of Education, are committed to the success and safety of our school. During the 2020-2021 school year, when the pandemic began to affect day-to-day operations in our school, our school leaders stepped up to the challenge to make sure that Isham families in our community were heard and that the best option was chosen to ensure student and employee safety. This open and transparent form of communication was critical to the success of our schools and it continues to grow stronger due to the trust and support that our employees, student families, and community members feel toward our school leaders. Some examples that show this supportive leadership style include monthly board meetings, surveys sent to both staff and student families throughout the school year, frequent visits to each school just to check in with teachers and principals, and more.

The parents of Isham Elementary students play a role in contributing to our success by planning and providing opportunities for parent involvement through many community and school events. These events include book fairs, dances, ice cream socials, and opportunities to give donations to improve our school and community.

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

At Isham Elementary, we prioritize the inclusion of all students from diverse cultures and backgrounds and we make sure that these cultural differences are acknowledged, respected, and celebrated. Our reading curriculum includes a Diversity and Inclusion text collection, in which teachers are equipped with books that portray diverse characters. These books help to fill teachers' classroom libraries so that students embrace their diversities and feel included. Our teachers include thematic units into the curriculum, including Holidays Around the World, in which the literature, history, customs, and traditions of different cultures are shared.

Isham Elementary takes pride in providing a safe environment that emphasizes awareness of the social-emotional needs within our school and current events. Our school staff supports students through PBIS, lessons on social-emotional awareness, and diversity read alouds and discussions. Our school celebrates social-emotional and current event awareness by participating in many events and implementing learning units such as Unity Day, Random Acts of Kindness Day, Black History Month, and more. Isham Elementary also has a zero tolerance policy for bullying. Our counselor and teachers provide students with anti-bullying lessons that include awareness and prevention strategies.

During the last two years, our English Language Learning (ELL) population has increased dramatically. Our school staff has made it a priority to discuss and implement best practices to ensure ELL student success. Isham has provided ELL students and families with resources that help to make the transition easier including tutoring, transportation, food, interpreters, and other community resources. Our teachers work closely with our school staff, student families, and district administrators to overcome language barriers.

To alleviate the effects of COVID-19 for families, our school staff paired with Medina County to provide additional food to families in need. Our school counselor was able to continue lessons and provide time to meet with individuals for support during the pandemic. After the pandemic, our school has adapted ways to include students who were learning remotely by offering virtual support in reading and math, counseling lessons, and participation in events such as talent shows, field day, Right to Read week, and more. Ensuring equitable access to learning opportunities and resources is an on-going effort. Isham Elementary assists

families by offering free and reduced lunch prices, conducting well-checks on students, and providing transportation and clothing items as needed. By meeting the diverse needs of our students, we set the foundation for their academic success.

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

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At Isham Elementary, the strategy that has been most influential for student success is the intervention and acceleration support that we implement. Our intervention programs are data-driven and provide the highest quality of education available. Our RTI program, specifically, is designed to target students' individualized learning needs and provide support to bridge academic gaps. The RTI team consists of teachers, our principal, our school psychologist, Title 1 tutors, and intervention specialists. Together, the team determines the students' academic needs. Instructional strategies and goals are agreed upon and are added to the district data tracking system. Teachers are provided with progress monitoring tools in order to conduct bi-weekly progress checks. The students' needs are also shared with their families and there is open communication regarding progress and/or regression. RTI interventions are implemented at the beginning of the school year and are revisited at least three times a year. Reading Improvement Monitoring Plans (RIMPs) are implemented when data reveals that specific students are not "on track" to meet the state Third Grade Reading Guarantee requirements in literacy. These RIMPs are shared with families and are used to plan instruction and support in preparation for the Third Grade Ohio State Testing. Teachers also use small group instruction and 1:1 conferring to meet the needs of all learners, providing data driven and research based approaches to address specific needs.

For students performing above grade level, Isham Elementary provides many enrichment opportunities to offer a continuation of learning. Some of these opportunities include an all-day gifted class and "Lunch Bunch" taught by a certified gifted teacher. Enrichment activities are also provided by regular education teachers in the classroom. These services provide students with the opportunity to be challenged while helping them meet their full potential.

During the COVID pandemic, our school was able to provide academic instruction and interventions similarly to the way it is done in person, making our interventions very successful during that time. Students were able to continue participating in tutoring, one-on-one conferencing, enrichment, and interventions using a hybrid approach via Google Meet/Google Classroom. Our staff was able to virtually meet as a team to collaboratively make data driven decisions to support students through interventions. Parents and staff met together virtually to communicate student needs, goals, and strategies.

At Isham Elementary, we are incredibly proud of our prioritized approach to student success. Our school staff works hard to ensure that students' academic needs are met daily and that we implement the best practices to maximize student growth. We are dedicated to our students and always prioritize their learning.