

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

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

School Mailing Address 11300 Columbiana Canfield Road  
(If address is P.O. Box, also include street address.)

City Canfield State OH Zip Code+4 (9 digits total) 44406-8486

County Mahoning County

Telephone (330) 549-5578 Fax (330) 549-3430

Web site/URL https://www.southrange.k12.oh.us E-mail smatos@southrange.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\* Mrs. Bethany Carlson E-mail bcarlson@southrange.org  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name South Range Local School District Tel. (330) 549-5226

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

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

Name of School Board President/Chairperson Mr. Brian Bagwell  
(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):
- 0 Elementary schools (includes K-8)
  - 0 Middle/Junior high schools
  - 0 High schools
  - 1 K-12 schools
- 1 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	49	40	89
1	46	44	90
2	44	42	86
3	52	52	104
4	59	35	94
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>	250	213	463

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

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 1 % Black or African American
  - 0 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 98 % White
  - 1 % Two or more races
  - 100 % Total**

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

5. Student turnover, or mobility rate, during the 2020 - 2021 school year: 4%

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	6
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	11
(3) Total of all transferred students [sum of rows (1) and (2)]	17
(4) Total number of students in the school as of October 1, 2020	437
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

NA

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

7. Students eligible for free/reduced-priced meals: 17 %

Total number students who qualify: 81

8. Students receiving special education services with an IEP or 504: 19 %  
86 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- |                                  |  |
|----------------------------------|--|
| <u>8</u> Autism                  | <u>2</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>7</u> Other Health Impaired                 |
| <u>0</u> Developmental Delay     | <u>20</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>24</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>5</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: 17
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.	20
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	11
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.	18

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 23:1

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

<b>Required Information</b>	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	97%	97%	96%	96%	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.

<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. 2008

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

The South Range Elementary Staff believes that all children can learn and that effective schools and teachers do make a difference. The staff has made a commitment toward excellence by having high expectations for the mastery of skills in all academic areas; providing a positive and orderly learning environment; fostering a sense of responsibility and citizenship and promoting parental and community involvement. The knowledge, skills, and attitudes which children acquire and develop in school should enable them to become responsible, productive citizens and life-long learners.

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

<http://go.boarddocs.com/oh/sran/Board.nsf/goto?open&id=C4WKM5508036>

<http://go.boarddocs.com/oh/sran/Board.nsf/goto?open&id=C4WKM650803B>

<http://go.boarddocs.com/oh/sran/Board.nsf/goto?open&id=C4WKM750803E>

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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South Range Elementary is one of three schools in our K-12 complex and is the only elementary school in the South Range Local School District housing kindergarten through fourth grades. We are located in Canfield, Ohio, about 18 miles south of Youngstown. The school district covers 50 square miles with 75% of the district population divided between the towns of North Lima and Greenford and the other 25% of the open enrollment population divided amongst surrounding districts. The South Range School District is a blended rural area, where most families have midwestern, traditional, all-American values, composed of single upper, middle, and low income housing, with motels and trailer parks. We currently have 455 students enrolled for the 2021-2022 school year. The kindergarten program has been an all-day, everyday program for the past 15 years; and, we have four classrooms for each grade, K-4, with an average of 23 students in each room. In addition to regular classroom instruction, the school provides interventions for students with academic needs through our special education program, our federally funded Title I reading and math program, and with Response to Intervention groups that focus on early literacy and math skills. In addition, South Range provides enrichment opportunities and serve gifted students within the general education setting.

The mission statement at South Range Elementary reflects the belief that all children can learn and that effective schools do make a difference. The staff has made a commitment toward excellence by having high expectations for the mastery of skills in all academic areas, providing a positive and orderly learning environment, fostering a sense of responsibility and citizenship along with promoting parental and community involvement. The goal is to provide our students with the knowledge, skills, and attitude to enable them to become responsible, productive citizens and life-long learners.

South Range Elementary has been a leader in academic excellence. The teachers, counselor, and administration all work together to provide the best education for all students. The scheduling allows for common planning time and grade level meetings, where teachers can collaborate with each other to discuss instructional strategies and curricular issues. The staff utilizes various strategies in language arts, such as cross grade level student pairing, Comprehension Accuracy Fluency and Expand Vocabulary (CAFE), Daily 5, Heggerty, choice boards with the challenge club, focus wall, data notebooks, and book clubs with leveled readers. Students set individual reading goals and through Reading Counts they challenge themselves to become better readers. The students also set individual goals in mathematics through PIG Math, Rocket Math, Math Facts Pro, and IXL. Teachers work together to share instructional methods, address individual student needs, and modify strategies and assessment practices. Student achievement is highlighted throughout the year with the use of Star Sticks, Desk Pets, Award Walls, Classroom Currency, and Walls of Fame and at the end of the year at our Awards Day. All staff participates in the Intervention Assistance Team when we meet to discuss if a child is considered academically, behaviorally, or socially at risk. The team consists of the parents, teachers, administration, and other support staff who have been trained to diagnose concerns and prescribe an intervention plan with goals. Students may begin receiving interventions in the classroom or with an Intervention Specialist as they receive research-based interventions, such as Wilson Reading, Orton Gillingham, and Barton, or they may receive interventions through our Response to Intervention program.

The school counselor leads the character education program, where there is a focus on a variety of themes throughout the year during classroom guidance lessons. The school counselor also works with students during individual counseling sessions and collaborates with the Speech Pathologist to send out messages online to students and staff through social skill videos. The school uses outside resources to meet the social and emotional needs of students as we partner with Youth Intensive Services, High School Mentors, and private counseling services. We have implemented various programs over the years as part of our Positive Behavioral Interventions and Supports (PBIS) initiative that have encouraged students to grow emotionally and socially, such as The Leader in Me and PAX. Students learn to be PAX Leaders and are recognized for their accomplishments as they are selected as PAX Leaders of the Month and with Tootles from their teachers. Students are also recognized each week as they are selected for Student of the Week. These students are visited by the principal every Monday morning where they are congratulated with a handshake and given a special treat. In the classroom, students are recognized in a variety of ways, such as Show and



Tell, the Super Improver Wall, growth stickers, sticker charts, and classroom jobs. Students also are challenged and encouraged to grow socially and emotionally outside of the classroom as they learn to give back to the community through the annual Mitten Tree and partnering with a local church to give away coats during the winter months.

Students are challenged physically in the Physical Education program where they participate in a variety of activities every week. They work to improve their overall health during the year as they complete activities, such as the Pacer Test, the Mile Challenge, agility stations, and Jump Rope for Heart. Students learn social, emotional, leadership, and physical skills through play every day at recess where they interact with their classmates and create new games. Students learn about different cultures through physical activities as the school partners with Master Ken Martial Arts Training Center. Students also learn about other cultures through classroom activities such as studying their family's heritage and culture, Holidays around the World, learning about various musical artists, farm animal presentations, 4H, Dear Levi covered wagon rides, and the hands-on outdoor classroom partnership with Camp Fitch.

South Range Elementary has implemented various techniques and programs that have supported students' growth in a variety of ways. Academically, we utilize programs, such as Whole Brain Teaching, Heggerty, IXL, Baldrige, Educational Software for Guiding Instruction (ESGI) and AIMSweb for instruction, interventions, and data collection. Staff use many programs throughout the school to support students' socio-emotional needs, such as therapy dogs for reading, 4th grade leaders, PBIS, PAX, 7 Habits of Happy Kids, Student of the Week, PAX Leaders, Maynard's Minute, Caputo's Corner, Musician of the Week, Principal for the Day, Lunch and Ice Cream with the Principal, and classroom rewards. Staff recognizes students for their individual accomplishments at the end of the year with the 4th Grade Clap Out, reward field trips after state testing, Spring Fling, and Field Day activities. Staff also takes pride in placing our students in the best environment each year as we meet across grade levels to discuss student needs and place students in classes based on balancing high, middle, and low achieving students, as well as, making sure more extreme needs are spread throughout the classes. Staff utilize a staggered-start for the new kindergarten students in order to collect data for their academic, social and emotional needs.

Short Range has a very supportive, active, and productive Parent-Teacher Organization. They work with the administration, staff, and community to provide opportunities to enhance each child's learning. Some of the programs and activities they sponsor through funding, educational resources, planning, and time include: Kindergarten Screening and Orientation, Meet the Teacher, Christmas Musicals, Spring Music Concerts, Grandparents' Day, Spring Fling, Field Day, Yearbook, and their annual auction.

South Range Elementary is an outstanding school and is a leader of academic excellence. Through dedication and team work, South Range Elementary provides a safe, positive, and nurturing environment where all students have the opportunity to succeed.

## **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:**

At South Range Elementary we have implemented an integrated curriculum that is based on student-centered learning so that all students engage in a meaningful learning experience. Staff focus on the student as an individual making academic, social, and emotional decisions based on each individual student and responsive teaching where staff adapt to meet the needs of the students in classrooms each year. The curriculum consists of using scientifically-based resources and materials that allows staff to provide instruction to meet the individual needs of the students. Teachers differentiate instruction to meet the needs of all learners in every subject area that is aligned with the Ohio Academic Content Standards. Technology is incorporated into all core subjects throughout the day and at home through the use of online instructional tools, such as IXL and Google Meets. Our elementary is a 1-to-1 building where each student is assigned a Chromebook to use at school and at home. South Range also has a computer lab with desktops that students use during their technology special to complete classroom assignments, research curricular topics, or play academic games. All students complete the AIMSweb benchmarking assessments three times a year. Staff analyzes this data to find trends and patterns in both reading and math. This data is used to make curricular decisions and drive instruction as grade levels collaborate to work together to meet the needs of individual students and utilize resources to problem solve. This data is used to determine strengths and weaknesses and form intervention groups, and students' needs are addressed in the classroom through inclusive practices and collaboration with our intervention specialists. Students' needs are also met outside of the classroom in small group settings in our Resource Room, Title I rooms, and through our Response to Intervention program. All of these components combined prepare students to meet the requirements necessary for success at each grade level.

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

The Ohio Academic Content Standards for Language Arts form the basis of South Range Elementary's approach to literacy development. The standards encourage writing as a process, as students participate in a writer's workshop to develop these skills, and provide expectations for students to become confident and effective communicators. Students are exposed to both fiction and non-fiction reading materials. These selections come from a variety of sources, including basal, anthology, and chapter reading books, read aloud books, leveled readers, and Scholastic News. The 2nd grade students complete the Daily 5 and CAFE each week, where they are given choices about their reading instruction based on reading level and student interest. Students learn poetry through our 4th grade Lucky Listener, which fosters fluency as the students read to the teacher at school and their parents at home. All students have had the opportunity to meet authors who have presented books and read to our students, such as Julia Cook, at an assembly in the auditorium. Students also use technology to access reading selections through Reading Counts, Vocab A-Z, Head Sprout, Scholastic Reading Inventory (SRI), Readworks, and Google Forms used in the general education setting with Google Read and Write. Reading instruction is delivered utilizing whole group, small group, guided reading lessons, and one-on-one conferences with students. Students' reading abilities are assessed using Scholastic Reading Assessment (SRA), Educational Software for Guiding Instruction (ESGI), and AIMSweb benchmarking three times each year. This data is used to progress monitor, drive instruction, determine interventions, and create differentiated reading groups within the classroom. Instructional aides work with individual students to check fluency, complete interventions, and fill learning gaps from COVID lag. Teachers meet with the Director of Student Services, School Psychologist, and Principal throughout the year at Data Day meetings to discuss individual student needs, align interventions, and create instructional plans for students. The Data Day meetings give staff the opportunity to discuss how to differentiate their instruction. This information is shared with the Title I, and Response to Intervention staff to help drive their small group instruction.

Currently, the school is operating under the same schedule as we were prior to the spring of 2020. During

the COVID quarantine months and throughout the 2020-2021 school year, staff adapted our reading instruction to include additional online resources that students were able to access through their Chromebooks and Google Classrooms. The Reading Counts management program switched to an online format and students were able to access these materials at home. Teachers and students at all grade levels have become familiar with Google Classroom and how to receive their instruction virtually, as well as, how to access instructional videos. Due to students being at various academic levels due to the COVID lag, teachers have had to differentiate their assessments to meet each student's needs. Staff has learned that students learn differently and we have had to adapt both our instruction and assessments. These versatile, multi-sensory programs were chosen to support the reading curriculum in the general education, intervention, and special needs classrooms, resulting in excellent scores on the Ohio State Tests in English-Language Arts.

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

Students at South Range Elementary have many opportunities to use and develop mathematical skills in the following Ohio Content Standards: number, number sense and operations, measurement, geometry and spatial sense, patterns, functions and algebra, data analysis and probability, and mathematical processes. These standards provide a comprehensive foundation for all students to think, reason and write mathematically. Our elementary has worked collaboratively in grades K-4, along with grades five and six in the middle school, to create a mathematical continuity as students progress through each grade. Staff has used the Houghton Mifflin Harcourt GoMath Program in grades K-6 as it addresses the content standards and prepares students to develop a deeper conceptual understanding of math processes and creates a common lateral and vertical math vocabulary. Teachers and students utilize interactive online tools daily to prepare for instruction. During the math lessons, the instruction is concrete: using hands-on manipulatives; representational: using hands-on visual tools, drawings, and dry erase boards; and, abstract: using mental math. Students participate in math talks, complete their math workshops and math toolboxes with manipulatives, and learn through play with math-based games. Teachers assign differentiated homework based on individual student needs and abilities. They also use IXL in the classroom and at home to extend students' thinking and reinforce learning and concepts. Teachers have created a parent-school connection to assist with homework and review for assessments. Letters, study guides for unit tests, and homework practice materials are shared with families to help explain the various math concepts that are taught in the classroom. Curriculum is supplemented with additional instructional materials to address gaps in the program, ensuring all grade level standards are met.

Mathematics instruction and assessment in the classroom looks different at all grade levels. Some of the classrooms use songs and movement to learn multiplication facts and skip counting. Others use Rocket and Pig math as a leveled program for math fact fluency. There are classrooms throughout the elementary that use direct instruction, guided practice, partner work and discussion, small group instruction, and independent practice. Teachers revise their summative assessments in response to students' needs and either reteach concepts or provide enrichment activities. Staff use cross curricular math activities in the physical education classes as students learn how to keep score while learning how to bowl. All staff encourage and model testing and problem-solving strategies while verbalizing mathematical thinking. Staff connect math practices to real-world applications and give students options in assessment and practice through the use of choice boards. Staff connects math to reading and emphasizes reading for understanding mathematics. They inform the students of the math concepts they are learning each day by using a focus wall with targeted learning strategies. Students and teachers together create their daily learning targets and discuss how each learning target connects to both prior learning and future goals. Through the AIMSweb assessments and benchmarking, staff are able to provide interventions and drive instructional practices in the classroom. Students are introduced to mathematical concepts throughout the day and are encouraged to use multiple strategies for problem solving. This approach to math instruction follows our mission statement where the staff has a commitment towards excellence by having high expectations for the mastery of skills in all academic areas.

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

The science curriculum at South Range Elementary for kindergarten through fourth grades provides students with the opportunity to develop scientific habits of mind as they use the processes of scientific inquiry to ask valid questions and to gather and analyze information. The curriculum is integrated into unit studies that use trade books, United Streaming, self-created lessons, activities, journaling, and home projects. Students learn how to develop hypotheses and make predictions during lab experiments and investigations. They are able to reflect on scientific practices as they develop plans of action to create and evaluate a variety of conclusions. Students are also able to demonstrate the ability to communicate their findings to others through cross-curricular activities that involve writing and presenting information to their classmates. Teachers expose students to real-world science by taking field trips to the Metroparks Farms, Youngstown State University Planetarium, Super Seeds, Carnegie Science Center, Camp Fitch, and the Cleveland Zoo, as well as, bringing science to the school with hands-on activities through the Center of Science and Industry and The Green Team. Our K-12 complex is located near a wooded area where students are able to explore and make observations while staff is able to conduct experiments and take students on nature walks. We are part of a large farming community and our students are exposed to animals as we partner with our families to bring animals to the school for presentations. Classrooms have partnered with the Educational Service Center of Eastern Ohio (ESCEO) to supplement the science curriculum through technology with the implementation of the Science and Math (SAM) Lab. Through the use of technology, the kindergarten through fourth grade classrooms use the Mystery Science program and various cross grade level learning activities. South Range has also collaborated with the middle school science department to learn coding skills through the Hour of Code. Teachers assess students through observation, journals, and logging data from experiments as the curriculum is integrated with math and language arts activities.

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

The social studies curriculum is modeled after the Ohio Academic Content Standards. Staff have implemented Social Studies Alive as a resource that provides hands-on exposure to real-life situations. The curriculum is mainly integrated with language arts through the use of Scholastic News, current events, and poetry. Students are engaged in activities throughout the year that connect to the study of history during black history month, music history, and movement. Students also learn about people in societies, geography, citizenship, rights and responsibilities and economics. Students complete research projects where they study past presidents, famous people in history, one of the states, and a culture project that connects classrooms with our families at home. Families also come into classrooms to discuss their careers with students. The project-based approach allows for students to experience social studies through research, presentations, and building their own projects. The hands-on activities integrate art, music, math, and language arts into the social studies curriculum. Students are exposed to social studies in our community as we have had the Youngstown Symphony Orchestra perform their interactive concert in our auditorium. Before Thanksgiving, Mill Creek Metro Farms present to 3rd grade students about Native Americans and students plant beans, corn, and pumpkin seeds to bring home and grow. The Mahoning Valley Historical Society has presented information about Native Americans through The Traveling Suitcase, and students have visited The Salem Historical Society to learn about The Underground Railroad. Students read Dear Levi and learn about pioneer life with the culminating activity being a covered wagon ride at the school. Also, students have been to Powers Auditorium to see Miracle on Easy Street to experience the performing arts. As students learn about others in their community, 3rd grade students visit Leonard Kirtz special needs school to interact with their students and complete activities. Other resources the elementary uses in social studies curriculum are classroom elections, bullying prevention, character education, and visits from local community members, including firemen, police officers, trustees, and business owners.

**1f. For secondary schools:**

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

## 2. Other Curriculum Areas:

South Range Elementary offers four special curricular classes throughout the week for all students in kindergarten through fourth grades. Students participate in one special each day for 40-minutes and then repeat one of the specials on Friday. The Friday specials are on a rotation, so the students will repeat a different special each grading period.

Music is one of the four special curricular areas students participate in each week. The elementary music classes support students' ability to read musical notation, use critical listening skills, and develop their singing voices. Students are given the opportunity to perform at each grade level which helps them to gain confidence, poise, and a sense of achievement. Working together to make music gives students a creative, social, and unique outlet. Music education helps students to feel better. Often, students who may be struggling with their academics find music to be a positive part of their school day. It is an important element in our quest to help kids emotionally and socially.

Physical Education is the second of the four special curricular areas students participate in each week. Through the physical education curriculum, staff build a connection between a child's movement competence: which is the physical aspect; motivation and confidence: which is the affective aspect; and, knowledge and understanding: which is the cognitive aspect of our instruction. Students learn about movement and build confidence as they grow and improve their skills and gross motor coordination. The physical education program values the importance of a supportive environment, aids in conflict resolution, and teaches how to appreciate and respect others. This is imperative for students to learn and apply in classrooms and in their everyday lives when dealing with real-life situations outside of the school. For elementary students, physical activity is an essential stress reliever as they routinely challenge themselves to be proficient in locomotor movements to become successful at both their fine and gross motor skills. Staff believe physical education is important for every child's social and emotional learning and is an integral part of their development. The physical education curriculum teaches students mental processing, expression, physical stability, bone health, stress reduction, tracking that is used in reading, and cognitive thinking. We believe that the physical education program has produced dramatic improvements in test scores, behavior and childhood obesity.

Library is the third of the four special curricular areas students participate in each week. Students develop the love of reading by selecting books related to their interests to read independently. Students also utilize Sora, an online reading app that allows them to access ebooks and audiobooks from the school's and public libraries. The district librarian collaborates with classroom teachers each week to make connections between what the students are learning in their classes and the literature they are exposed to in the library. The school librarian works closely with teachers to plan when units of instruction will be taught and then aligns and incorporates this material into the weekly library lessons. One example of this is the Flat Stanley project where students write a letter to a friend or relative and then mail the letter along with the Flat Stanley cutout to the recipient anywhere in the United States. The recipient takes a picture with the Flat Stanley cutout, writes a letter back to students, and then mails it to the elementary school. These letters and pictures are shared with students and displayed around the school. This school and home connection teaches the students about writing a formal letter, how to address an envelope and it teaches them about geography as they discuss where each letter is coming from. On Fridays, when students have library for the second time of the week, they work on a hands-on project that connects technology with their Chromebooks and classroom instruction to a project that is completed during their special.

Technology is the last of the four special curricular areas our students participate in each week. Our elementary school has a computer lab with desktops connected to the library. Classroom teachers develop assignments that students are able to complete in the computer lab during their technology special with the assistance of a classroom technology aide. Students complete classroom work, create powerpoint presentations, research topics for classroom projects, take Reading Counts quizzes, and learn how to type with use of a typing program. Students also may learn through play when they utilize various math, language arts, science and social studies game websites on Fun Fridays.

South Range Elementary has a part-time school counselor who works in the building three days a week.

The school counselor has implemented many programs that support students' social and emotional needs. Currently, staff has been trained in the PAX Good Behavior Game; and, we all use various aspects of the PAX program in classrooms and throughout the school. To begin this school year, staff created our school-wide PAX visions and each classroom created their own unique classroom PAX vision. These visions are displayed in classrooms and hallways, along with other PAX posters that reference things like PAX Voices and PAX Expectations. Students are recognized as being PAX leaders with Tootles, which are positive messages written by staff, and students earn tickets each day for demonstrating positive behavior. Each month, students have the opportunity to be selected and recognized on the announcements as the PAX Leader of the Month for their classroom. The counselor also visits the classrooms each month to instruct students on the monthly PBIS theme. There are individual counseling sessions with students by the school counselor, as well as, with two outside agencies that we have partnered with to work with both individual and small groups of students. The counselor also collaborates with the high school to match high school mentors with our elementary students. In addition to working directly with students, the counselor has created positive videos that teachers share with their classes each week during Maynard's Mindfulness Minute on Wellness Wednesdays. The school counselor is a vital part of the Intervention Assistance Team, and she works closely with teachers and parents to develop action plans to meet the needs of students.

### **3. Academic Supports**

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

South Range Elementary identifies students who are performing below grade level through the Multi-Tiered System of Supports (MTSS) process. At the beginning of each school year, classroom teachers meet with the Director of Student Services, the School Psychologist, and Principal to review student assessment data and determine which students are in need of additional assistance through classroom and small group interventions. We also use a multi-criteria form to determine which students may qualify for Title I reading and math program in 2nd, 3rd and 4th grades. AIMSweb data is reviewed for students in kindergarten and 1st grade, and students in need of additional interventions may become part of a Response to Intervention group. South Range also has instructional aides, high school tutors, and parent volunteers who work with students during the school day. Staff uses evidence-based teaching strategies for at-risk students in reading and math that have been identified through the multi-criteria selection process. These research-based interventions, such as Specialized Program Individualizing Reading Excellence (S.P.I.R.E.), Touch Phonics, and Scott-Foresman are provided by licensed teachers to supplement core academic curriculum. Each student is assessed through a variety of methods. Benchmark testing is completed three times a year along with progress monitoring and formative and summative assessments to measure student growth. Staff uses the results of these assessments to drive classroom instruction and provide appropriate interventions. Intervention specialists work both in the classroom providing inclusive instructional practices through co-teaching and outside of the classroom in a small group setting in the resource room. Classroom assignments and assessments are modified to meet these students' needs, such as shortening or chunking the assignment or assessment, reading the material to the student, or having the student complete the assignment or assessment verbally. Students are also given choices on their assessments, such as selecting the correct spelling of a word instead of spelling a word from memory, or they are given word banks to help select the correct response.

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

South Range Elementary has students who are performing above grade level. Beginning in kindergarten, students who are identified as performing above grade level through our kindergarten screener, are clustered together in classrooms. Kindergarten students learn through centers and teachers create centers that challenge students in both math and language arts. In first and second grade, students who perform above grade level are challenged with classwork and homework that extends their thinking. Teachers in kindergarten, 1st and 2nd grades work with individual groups of students on standards that may be a grade level above their current grade. High school mentors and parent volunteers also work with individual students on various types of assessments that meet individual student needs. Second grade students all take part in our whole group gifted testing to determine if students are gifted in math, language arts or other areas. These students are clustered together and the 3rd and 4th grade teachers create Written Education

Plans that outline how these students will be challenged throughout the year in their identified gifted areas. One way students are challenged is through interest projects that students work on both in school and at home and then present their finished product to their classmates. Elementary students also may go through a whole grade or subject acceleration process. Students who are subject accelerated attend either a math or language arts class that is one grade level above their current grade. One of the benefits of being in a K-12 complex is we are able to work with 5th grade teachers at the middle school to coordinate our schedules, when students are subject accelerated from 4th to 5th grade. Teachers at all grade levels work with support staff from the Educational Service Center of Eastern Ohio to discuss various instructional approaches and techniques that may be used in the classroom to extend and challenge students' thinking. This partnership allows our support staff to observe our teachers and students in the classroom and provide ways to work with these individual students.

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

South Range Elementary takes pride in tailoring instruction, interventions, and assessments to meet all of our students' needs. Students are taught in their least restrictive environments rather than in one specific model. The Individualized Education Program (IEP) team works together to identify which instructional approaches and interventions each student needs and then decides what that program will look like. At South Range Elementary, we have full inclusion, partial inclusion, and resource rooms available to all students. Inclusion classrooms are made up of general education teachers and intervention specialists. Team teaching, co-teaching, and shared responsibilities of both teachers allow for instruction to be tailored to the needs of each specific classroom. General education teachers and intervention specialists collaborate to modify instruction and assessments for individual students. Research-based interventions, as well as, programs like Orton Gillingham and Barton, are provided to students with dyslexia to ensure that the proper foundation is in place. Edmark is used as an intervention for students with weaknesses in sight words. Students with autism use picture symbols to help structure their day and enable them to participate in social groups. Multisensory and multimodal lessons are taught in small groups to allow for participation, which helps with retention of skills. Behavior plans are written and monitored by both classroom teachers and intervention specialists to eliminate barriers to learning. Technology, such as Learning Ally, is used for students to utilize audiobooks so the students have access to grade level text. Assistive Technology, such as text-to-speech and speech-to-text software, is used when assessing students to allow for independence. Intervention Specialists work closely with speech and language pathologists, as well as, occupational and physical therapists to provide consistent reinforcement of strategies and skills. At South Range Elementary, we have found that a team approach works best for staff and students.

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

The language program we have throughout the district allows for staff to meet the needs of students with language needs. Currently, we do not have any English Language Learners in the elementary school. However, we have identified and served students in the past. If the Home Language Survey shows any language besides English, staff will follow up with the student, parents and teachers to determine if a screener is necessary. If so, staff screen and develop a plan addressing the needs of the student individually. We provide service and support in the areas of reading, writing, listening and speaking. In collaboration with parents, we develop a service plan to work with both students and staff. The plan incorporates goals for the student derived from the Ohio English Language Proficiency Screener (OELPS). It also includes supports needed for the student to access the content while providing resources in the home language to foster the development of English. Staff work with a Teaching English to speakers of other languages (TESOL) endorsed educator who provides guidance for service providers, as well as, for general education staff. The English Language (EL) teacher provides service to the student and measures the data used for the goals addressed in the plan. As the year progresses, the student then takes Ohio English Language Proficiency Assessment (OELPA). Once scored, the data is used to modify the EL plan and services continue through the year. When the student successfully achieves proficiency in all areas of the assessment, the student exits from direct EL services. Once exited, the student is monitored for success until graduation. In addition to supporting the learning of our EL students, staff feel strongly about supporting our families of EL students. With having a small number of students, we partner with other districts in Mahoning County to host family nights twice a year to share resources and provide social opportunities for

our families. This allows opportunities for families to network with other families and build a community of support.

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

South Range Elementary does not have a large population of migrant or homeless students. However, over the years, several homeless families have enrolled their students in the elementary for a short period of time. When we learn of a new homeless family, staff works together to provide for the academic, social-emotional, and basic living needs of the children. The school counselors work together when there are multiple age students across our buildings in the K-12 complex to organize food and clothing drives to support the families. Staff also work with various local churches who donate coats in the winter, school supplies, and monetary donations. Our team will reach out to the previous school to determine if academic supports are needed for success. After gathering this information, the Intervention Assistance Team will meet to discuss the academic needs of the student. We then use ongoing progress monitoring measures to ensure the students have what they need for academic success. The school counselor will periodically meet with the student to promote a smooth transition into the school, as well as, pair the student with a classroom friend. Our elementary also partners with the high school as part of their mentor program. The school counselors work together to pair our migrant or homeless students with a high school mentor. The mentor and elementary student meet together throughout the year to make a connection to the South Range community. The mentor will also assist these students academically with school work and socially in the cafeteria and on the playground. Throughout the year, the school counselor will continue to monitor the student's academic and social-emotional growth while keeping in contact with the family. While the families are with us, the South Range community helps to provide for their needs in all areas. Staff also partner with The United Way to provide academic interventions through summer programs and financial assistance to help with food for both the students and other family members.



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

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

At South Range Elementary, a variety of approaches are used within the classrooms and across all grade levels. Music is incorporated into lessons to relax students while they work and our staff and students sing songs in the classroom to assist in the learning process. The elementary students continue to enjoy paper/pencil work, along with activities on their Chromebooks. Staff incorporate movement into their lessons to allow students to stand up from their desks or tables and interact with each other. In classrooms you will see many hands-on activities and projects, as well as, whole class, partner, and independent lessons. Teachers use GoNoodle for brain breaks during their instruction. They also work to make connections between different content areas throughout the day and over the course of the week and unit of study. The principal, school counselor, and staff work together on the PAX Good Behavior Game as part of our PBIS program. Students look forward to being recognized as PAX Leaders, and they often will use the hand signals in the hallways and cafeteria to control the noise level. During remote learning, teachers became creative with online lessons and assignments. They met with students through Google Meets and continue to find ways to have show and tell and share their work. Teachers played games with the students where they had to find objects in their house, and they included the principal on these meetings to show the students we are all in this together. These online activities, assignments, and assessments continue today as our students use their technology at home when they are not in the classroom.

Our school has many events throughout the school year that students look forward to. These events are all students centered; and, we recognize our students who go above and beyond at events, like Red Ribbon Week, Right to Read Week, Raider Dress-up Days, Spirit Days, Polar Express Day, and the 100th Day of School. The Parent-Teacher Organization (PTO) is very involved with the success and positive climate of our elementary school. They provide refreshments at our orientations and Meet the Teacher night. They organize classroom parties for Harvest Day, Christmas, and Valentines' Day. The PTO provides funds for classroom materials and activities to support students and staff and they organize large, fun events for students, such as the Spring Fling and our Field Day on the last day of school. At South Range Elementary we believe that our students and their needs are our top priority each and every day. Our entire staff works together with our families and community to provide the best learning environment possible for our students.

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

At South Range Elementary we believe that one of the most valuable parts of our success is our partnership with our families and community members. Our district's motto is, "A school family serving children and those who love them." Many of our parents are part of the Elementary Parent-Teacher Organization. The PTO supports teachers and students throughout the year by providing funds for curriculum materials, classroom supplies, books for libraries, and classroom events. The annual PTO Auction brings our families together through volunteer work, running the event, and through attending the auction. Many of our teachers attend the auction and provide experiences, such as lunch and ice cream with the principal and teachers at different grade levels, Principal for the Day, movie nights, Gym Teacher for the Day and sitting on the bench with the head basketball coach. Staff work with our parents at school events, such as Meet the Teacher, Orientation, Title I Family Night, and Open House to discuss students' needs in the classroom. The school partners with outside organizations to help others in our community who are in need. We work with our local Greenford Ruritan to provide scholarships for students to attend Camp Fitch; local churches to run food, clothes and winter coat drives; the American Heart Association through Jump Rope for Heart to help raise funds; the United Way for the pre-k Success by 6 summer school jumpstart program; and, the South Range Foundation, who supports teachers and students through the classroom grant program. Teachers, counselor, and administration have open lines of communication with our families through phone calls, email, Class DOJO, teacher and school websites, and our District Facebook page. Our families and community members are welcome to contact us at any time or visit the school because they feel welcome and they know we are partners in the students' success. The school also connects with local resources to provide information and work with our elementary students to show what they do in our community. The

school counselor organized a Career Car Day where community members brought their work vehicles, such as tractors, fire trucks, police cars, delivery trucks and tow trucks to school to discuss what they do for their jobs. Local farmers bring animals to the school to present them to students. The PTO utilizes local companies for fundraising and many community members volunteer their time and talents for our various PTO events. Our elementary also partners with the high school for elementary basketball camps and Little Raider cheer camps throughout the year.

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

At South Range Elementary, an environment has been created where our teachers, principal, and support staff all work together for the success of our students. Teachers are the experts in their classrooms and their instruction is not micromanaged. Staff has the freedom to try new instructional techniques and then share their successes or roadblocks with each other at staff meetings. When making any decisions about the school or students, we utilize a team decision making approach. Teachers' opinions, thoughts, and ideas are valued, and their input is necessary to make the best decisions that will have the most impact for our students.

An overarching philosophy of our teachers is their focus on how students learn to read, what happens when instruction is delivered; and, if students still don't progress, what type of instruction will work best for them. Aside from a prescribed program or intervention, teachers are invested in the science of reading. This started small with just a few teachers' passion and is infiltrating across grade levels now. Many teachers felt that their education to become a teacher had lacked much of the research and science and could see how this was impacting their teaching. For this reason, teachers sought out ways to improve their instruction by bringing to their classrooms the science of reading that was in programs, such as Heggerty and David Kilpatrick's Equipped for Reading Success. Our teachers' personal desire to close their instructional gaps was needed to help close their academic gaps. Teachers now collaborate to discuss their reading instruction and align their curriculums across grade levels.

When committees are created, various teachers are asked to participate. and we look to include different teachers whenever possible. When the district transitioned from in-person learning to remote learning, we all worked together to figure out what instruction and assessment would look like. The principal and teachers met weekly through Google Meets to discuss issues and work through problems. The teachers were updated on what was happening with the remainder of the school year and with events like report card and material distribution. Our Parent-Teacher Organization created yard signs that were placed in the teachers' front yards during Staff Appreciation Week. Both before the shutdown and once we returned to in-person learning, the teachers are recognized each day of Staff Appreciation Week by our PTO and the principal. Our staff is encouraged to attend workshops, webinars, and professional development events to enhance their classroom instruction. We empower teachers to bring their new knowledge back to our district and work with other teachers through a train-the-trainer approach. Staff is also encouraged to work with our ESC as they provide various professional development opportunities. The Director of Student Services provides professional development (PD) opportunities throughout the year; and, she meets with staff to follow up on questions and concerns. We also have created a professional development committee that consists of teachers from the elementary, middle and high school. All three buildings give input as to their PD needs; and, we develop our in-services based on staff surveys and district needs. We also support each other's mental health and camaraderie through various social events, like coffee and donuts on Friday mornings, lunch provided by our PTO on Friday afternoons, a monthly staff breakfast provided by each grade level for an opportunity to meet and talk about our lives. We support each other in good times and bad by sending flowers from The Flower Fund, staff prayer, and organizing dinners for those in need through the Meal Train.

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

The leadership philosophy at South Range Elementary is based on the idea that we are a team which means all of our ideas and opinions matter when making decisions about our school and our students. We are all here for the same reason, to help the students of South Range Elementary learn and grow academically, socially, and emotionally. Our elementary school's structure is very traditional, with one principal in the

main office, along with the school counselor, school psychologist, and speech pathologist. The district leadership team that supports the elementary school consists of the Superintendent and Director of Student Services/Special Education Coordinator. We are also supported within the school by an Occupational Therapist and School Resource Officers. The resource officers are present throughout the elementary school as they walk the halls, present lessons in the classroom, and conduct well-checks for families outside of the school. Since we are a K-12 complex, the school also has the leadership support of the middle and high school principals. The elementary principal is responsible for the daily operations of the school. He is also responsible for being the instructional leader, fiscal planner, staff evaluator, professional development organizer, and building communicator to the community. The Director of Student Services and Special Education Coordinator is responsible for coordinating all aspects of their special education program, including completing and submitting all necessary paperwork, and conducting all meetings. She works closely with the School Psychologist who completes all student evaluations as part of the identification process, as well as, is a leader of the district's MTSS and RTI process. The Superintendent oversees the operations of the K-12 complex and is an integral part of the district's success. Another benefit of the elementary school being part of a K-12 campus is that the leadership team is all housed under one roof with the Superintendent's office across the street. When there is a question or concern about a school or district policy, our team is able to quickly meet and work through the issue. When we are developing new programs, such as the Ohio State Test After-School Test Prep Program, the leadership is able to develop the program together and work with teachers in the elementary to make sure we are selecting the right students and focusing on the greatest areas of need. Our leadership team works very closely to review student data throughout the year at monthly administration meetings and at our summer retreat where we create our building and district plan for student achievement. With our leadership team working in the same offices and together in the K-12 complex, we have built very strong, trusting relationships. Over the past 17 years, there has not been much turnover in the leadership at the elementary; and, this has allowed us to create consistency which has led to strong academic success for our students.

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

At South Range Elementary, we address the diverse academic needs of students through our MTSS process. We begin by working with families to discuss the individual needs of students to understand students' histories and backgrounds. Teachers and support staff collaborate to create unique academic and intervention plans for students. Our population of students is academically diverse, as we have students who are in need of various interventions because they are performing below grade level and we have those who need to be challenged because they are performing above grade level. Our goal is to meet the needs of all students and treat each child with fairness and equity in the classroom. Teachers work with families to review student data, discuss interventions, and set individual goals for students. Teachers and parents communicate with each other daily through email, phone calls, student planners, and Class DOJO to create a home and school connection. Throughout the year, teachers have all students complete an All About Me poster at home with their parents; and, they present the poster about themselves to their classmates. Teachers and students learn together about different cultures, religions, and customs that exist in their classrooms. Throughout the year, teachers will show videos, read books, and listen to music to teach their class about the diverse cultures. Teachers also teach students about current events through resources, like BrainPop, BrainPop Jr., and Scholastic News. These resources are used to facilitate instructional learning, but also to help students understand adult content about both current and past events in a child friendly way. They are careful to present information about current events or social movements in a very factual way to our students without showing prejudice or bias; and, they listen to the students' opinions and let them express how they feel. Our elementary school has a school counselor who partners with two different outside counseling resources to offer support for students. Counselors work with teachers, students, and families to address challenges that we face in the elementary. Some of these challenges may be due to financial or socio-economic needs or differences in children's home lives. Through the support of teachers, counselors, and staff, we work to teach students about our differences; and, we strive to create an understanding that we are all different as we celebrate those diverse needs and backgrounds in our school.

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

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At South Range Elementary School we practice the posture that everyone is a leader in our school. When anyone walks down our first floor hallway, they will see a wall painted with the quote, "Leadership is doing what is right, even when no one is looking." On our opening week of school during our grade level meetings in the auditorium, the principal and school counselor talk with the students and staff about what it means to be a leader at South Range Elementary. We discuss how our teachers, tutors, aides, and support staff are all adult leaders in the building, but our students, from grades K-4 are also all leaders. We talk about the areas of the school where our students may be able to demonstrate their leadership, such as in the classroom by being respectful to their teachers, completing their work, and following the classroom rules. In the hallways, they can be leaders by being silent, not talking to others, and keeping their hands and feet to themselves. In the cafeteria, they can be leaders by taking care of their space, their noise level, and by helping others who make a mess or don't have anyone to sit with while they eat. On the playground, students can be leaders by organizing games that include everyone, sharing the equipment, being kind, and having fun. On the school bus, they can be leaders by following the bus rules, talking to their friends, sitting by someone who may be alone, and listening to everything their bus driver says. At home, our students can be leaders by completing their homework, listening to their parents, and getting a good night's rest to be prepared for the next day. Basically, we show our students that they have the ability to be leaders all throughout our school and all throughout the day, even when they are at home. Our leadership theme is reinforced through our PBIS program, The Leader in Me, and PAX, as we look to recognize those students who are demonstrating the leadership skills we discuss every day. Our success comes from the heart of everyone involved in the school. Our students are loved and cared for by all staff, teachers, and classmates. Our staff works to ensure all children learn how to be successful in their confidence in themselves, in their relationships with others, and in their academic performance. The whole child is cared for within the walls of South Range Elementary, as we prepare our students today to be the leaders of tomorrow.